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ABSTRACT

This course is an introduction to Maninka-kan, a language spoken by six large populations in West Africa. It makes no claim to being the definitive work in the language, but it provides a basis for continued study. The two major sections of the course are: (1) technical information about the language, plus a number of tonal and grammatical drills; and (2) material for memorization programmed to be used simultaneously with the grammatical explanations, consisting of common phrases, questions, and fifteen narratives accompanied by color transparencies. Tone and tonal changes in Maninka-kan are considered to be of such major importance that the entire course is built around these two areas, and every effort has been made to maximize the understanding of tone in all of the drills and narratives. (Author/LG)

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ELEMENTARY MANINKA KAN

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ELEMENTARY MANINKA-KAN

BY

RICHARD A. SPEARS

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RAS

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENT		ii
TABLE OF CONTENTS		iii
INTRODUCTION		v
THE MANINKA-KAN LANGUAGE		vi
CHAPTER ONE	THE SOUNDS OF MANINKA	
I.	Vowels	1
II.	Consonants	3
III.	Assimilation	8
CHAPTER TWO	THE NATURE AND FUNCTION OF TONE IN MANINKA-KAN	
I.	Pitch Contrasts	12
II.	Intonation	13
III.	The Marking of Tone	18
IV.	Tonal Change	20
V.	Review	25
CHAPTER THREE	THE TONES OF NOMINAL COMPOUNDS	
I.	Introduction	28
II.	Noun + Noun + Noun	29
III.	Other Nominal Compounds	29
CHAPTER FOUR	THE NOUN PHRASE	
I.	Introduction	36
II.	Nouns	36
III.	Kinship Terms	36
IV.	Alienable and Inalienable	38
V.	The Plural Suffix	48
VI.	/dó/, Some or Any	50
VII.	Numerals	52
CHAPTER FIVE	LOCATIVES AND POSTPOSITIONS	
I.	The Locative Phrase	53
II.	The Use of the Locative Phrase	54
CHAPTER SIX	ADJECTIVES	
I.	Introduction	65
II.	/ká/ and /mán/	65
III.	Noun plus Adjective	74
IV.	Adjectives and /mán/	78
CHAPTER SEVEN	THE COPULA /yé/	82
CHAPTER EIGHT	THE VERB PHRASE I	
I.	The Durative Aspect with /yé/	86
II.	Transitive Verbs with /yé/	88
III.	Nominalized Verbs	90
IV.	The Iterative Suffix and the Agent /lá/	91
V.	Locative Sentence Adverbs	93
VI.	The Agentless Sentence and the Passive	95

Page

CHAPTER NINE VERB GOVERNED LOCATIVE PHRASES
I. Post-Verb Locative Phrases 102
II. Pre-Verb Locative Phrases 103

CHAPTER TEN THE VERB PHRASE II
I. The Tone of Non-Final Verbs 105
II. The Future Tense 107
III. The Perfect Tense 110
IV. The Imperfect 113

CHAPTER ELEVEN QUESTIONS AND MISCELLANY
I. Asking Questions in Maninka-Kan 115
II. The Conjunction /àní/ 117
III. Indirect Discourse 117
IV. To Have To 118
V. To Know How To 120
VI. The Benefactive Postposition 120
VII. Miscellany 121

COMMON SENTENCE STRUCTURES AND SLIDE NARRATIVES 123
Common Sentence Structures 125
The Slide Narratives 149
Notes on the Narratives 149
Narrative One: The Termite Hill 150
Narrative Two: The Mosque 154
Narrative Three: The Bridge 157
Narrative Four: The Farm 161
Narrative Five: The Truck 165
Narrative Six: The Rice Field 170
Narrative Seven: The Forest Road 176
Narrative Eight: Mangoes 180
Narrative Nine: The Pleasant Garden 182
Narrative Ten: The Banana Plants 184
Narrative Eleven: In the Airplane 188
Narrative Twelve: The Children 189
Narrative Thirteen: The Student 192
Narrative Fourteen: John's Saturday Night 195
Narrative Fifteen: My Father Goes to Faranah 198

THE LEXICON 204
Introduction to the Lexicon 205

INDEXES
Index to Grammatical and Phonological Entries 245
Index to Grammatical Drills 247

BIBLIOGRAPHY 249

INTRODUCTION

The course in elementary Maninka-kan is designed to be taught by a linguist or an informant in the classroom situation. Although it is preferable that the student receive guidance from an instructor who is familiar with the language and the materials, it is hoped that sufficient directions have been included to permit the student working individually with tape recordings to achieve the maximum benefit from the material.

The course is divided into two essentially different parts. The first section contains technical information about the workings of the language, particularly tone, and a number of tonal and grammatical drills. No attempt has been made to have the drills bear any resemblance to natural discourse and many of the sentences included for illustrative purposes may seem strange to some speakers of some dialects. The second set consists of a set of common and basic phrases including questions and fifteen narratives which accompany color transparancies. The material in the second section is meant to be memorized. Most of the narratives can be used as dialogues or as a basis for dialogues. It is intended that work on the useful phrases, slide narratives and the grammatical explanations can go on simultaneously. Since every effort was made to keep the slide narratives as natural as possible, there has been no attempt to key the grammatical explanation to the material contained in any one narrative. An actual understanding of the tonal changes and grammatical relationships of the sentences of the narratives can not be achieved, however, without some background in the grammar of the language as provided by the drills and explanations.

This course is a very basic and elementary introduction to the language. It makes no claim to being the definitive work on the language but it will provide a reasonably sound basis for continued study.

Tone and the tonal changes which occur in words when they are combined into various types of sentences are considered to be of such major importance that the entire course is built around these two areas and every effort has been made to maximize the understanding of tone in all of the drills and narratives.

It must be emphasized that the transcription, style and dialect used in this course are not intended to establish any type of norm for Maninka-kan. The transcription is primarily a phonetic one and is quite suitable for pedagogical purposes. The use of accents to mark tone is fairly common but it is not suggested here that it would be appropriate for a writing system. The lexicon reflects the speech of many people and numerous dialects.

THE MANINKA-KAN LANGUAGE

The term Maninka-kan is a compound consisting of the name of an ethnic group, Maninka, and the word for tongue, voice and throat, kan. Although the shortened form, Maninka, is often used to describe the language or a speaker of the language, Maninka-kan is the Maninka language and Maninka-kɛ is a Maninka person.

Other names for the Maninka ethnic groups are Manding, Mandingue and Malinke which are used by the French. Other terms are Mandingo and Mandinka and Mandinga. There are other closely related dialects or varieties such as Bamana-kan (Bambara), Dyula and Kuranko which bear a close resemblance, phonologically and syntactically, to Maninka-kan. Whereas all of the varieties are not mutually intelligible, their obvious genetic relationship warrants a special term to cover all of the varieties. For many years, the term Bambara-Maninka-Dyula Complex has been used, but it seems to favor the three largest varieties to the exclusion of a vast number of related dialects. Mandingo now seems to be achieving some currency and it will be used here to refer to Maninka-kan, Bamana-kan, Dyula-kan, Kuranko-kan, Wangara, Worodugu-kan and others. These language varieties are members of the Mande language family which should not be confused with the Mende language, a Mande language spoken in Sierra Leone. Various writers have used the term Maninka for the name of the language family and others have used Mande for what is being called Maninka here. In this study, Mande refers to the language family which includes, in addition to the Mandingo group, Kpelle, Susu, Vai, Loma and Mende.

Languages in the Mande Family are spoken by upwards of 7,000,000 people, approximately 4,000,000 of whom speak a Mandingo variety. Perhaps 1,500,000 of those speak Maninka-kan as a first language and countless others use it as a second language. All of these figures are approximate because of the vast number of names for Maninka-kan* and the large numbers of Maninka-kan speakers found in the multilingual communities of West Africa.

Deciding who is a speaker of what and with what competency is a very difficult matter which is so vast an undertaking that it will probably never be done. Reports of mutual intelligibility between speakers of various languages should be dealt with carefully, since few informants are sufficiently aware of all the varieties to be able to correctly identify the variety spoken by another speaker. On the other hand, all of the different names for dialects may reflect only geographical differences or only very minor phonological or lexical differences.

Maninka-kan is spoken by large populations in six countries: Guinea, Senegal, Mali, Ivory Coast, Gambia and Portuguese Guinea. It is considered to be the major language of Guinea where most of its speakers are found just as Bamana-kan is the major language of Mali. The Maninka-kan of Kankan is considered to be most prevalent and is used on national radio broadcasts. It is perhaps the most widespread variety and is understood by many people.

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*In his Inventaire Linguistique de l'Afrique Occidentale Francaise et du Togo, IFAN, 1953, M. de Lavergne de Tressan lists almost 150 tribal, village, ethnic group and language names under Malinka.

Speakers of Maninka are very often traders who travel widely. Substantial populations of speakers of these languages can be found in many countries all over West Africa. The term, dyula is the Maninka-kan word for 'trader' and indeed, Dyula is a trade language spoken widely in Ivory Coast.

More than one type of Maninka-kan is used in this course. The narratives were recorded by two speakers both of whom were from Kankan. Much of the other material, particularly the lexicon, includes Maninka-kan from other areas such as Faranah and Sigiri.

In order to make the course more useful, certain parts of it have been cross-referenced to instructional material in Bambara and Dyula.

CHAPTER ONE
THE SOUNDS OF MANINKA

I. Vowels

Maninka and the other Mandingo dialects* have seven vowels which are represented by the symbols i, e, ɛ, a, ɔ, o, u. Four of them are roughly equivalent to the underlined vowel sounds in these English words:

i	n<u>ea</u>t, f<u>ee</u>t, b<u>ea</u>t, P<u>e</u>te
ɛ	n<u>e</u>t, b<u>e</u>t, p<u>e</u>t
a	l<u>o</u>t, n<u>o</u>t, p<u>o</u>t
ɔ	b<u>ough</u>t, n<u>au</u>ghty

Three of them are similar to sounds found in English except that they lack the characteristic 'off-glide'. These Maninka vowel sounds represent only the underlined vowels in the phonetic transcription of these English words:

e	[pl<u>e</u>ɪn]	plain, plane
	[s<u>e</u>ɪ]	say
	[kl<u>e</u>ɪ]	clay
o	[n<u>o</u>^{w}t]	note
	[b<u>o</u>^{w}t]	boat
	[s<u>o</u>^{w}]	sew, sow
u	[b<u>u</u>^{w}t]	boot
	[t<u>u</u>^{w}]	to, too, two
	[s<u>u</u>^{w}p]	soup

The Maninka [i] is actually higher and more front than [i] in English. The [u] sound is considerably higher and farther back than [u] in English. Similarly, Maninka [o] and [ɔ] are higher than English [o] and [ɔ] and can easily become confused with [u] and [o]. Maninka [e] is a tense vowel and can be confused with [i] or [ɛ]. Nasalization of the vowels due to adjacent nasal consonants can confuse matters even further.

Drill 1.

This drill is to help you learn to distinguish between difficult pairs of vowels. Many of the words are nonsense syllables and will not be seen again. As you hear the pairs of words, decide whether they are the same or different and note which vowels are heard in each word. Your teacher may read the words down or across.

ti	te	te	ti
te	te	ti	ti
ti	tɛ	tɛ	te
tɛ	te	ti	tɛ
tɛ	tɛ	tɛ	te
te	tɛ	te	tɛ

---

* See Long and Diomande PS 2 and 6 for Dyula Vowels

ti te te tɛ

te te ti te

ti tɛ te tɛ

tɛ te tɛ tɛ

te ti te ti

Drill 2. Repeat after the speaker.

tin ten tɛn tɛn

tin tɛn tin ten

tɛn ten ten tɛn

ten ten tɛn tɛn

ten tin tɛn ten

Drill 3. Repeat after the speaker.

ku ko ko ko

kɔ ko kɔ ko

kɔ kɔ kɔ kɔ

ku ku kɔ ku

ku ko kɔ ko

kɔ ko ku ko

ko ku ko kɔ

ku ko kɔ ku

Drill. 4. Repeat after the speaker.

kun kon kon kon

kɔn kon kɔn kon

kun kun kon kun

kon kun kɔn kun

kɔn kon kun kon

Vowel quality plays a major role in distinguishing one word from another and careful attention should be paid to vowel quality in all of the student's work. In addition to the hints on pronounciation given above, an extremely important fact is that there is no Schwa ([ə]) in Maninka or other Mandingo Languages. Vowels are not reduced to [ə] under light stress. They always retain their quality. Thus bala, bara, basa and bila are [bala], [bara], [basa] and [bila] and are never [balə], [barə], [basə] and [bilə].

II. Consonants

There are only a few difficulties presented by the consonant sounds of Maninka*. The relative simplicity of the consonants and vowels is balanced, however, by a rather complex accentual system. There is only one articulation, /gb/, that is radically different from the sounds we are used to in most varieties of English. The /gb/ sound is a simultaneously articulated labio-velar plosive. It occurs only at the beginning of a syllable and can be easily confused with /b/ by the untrained ear. The articulation of this stop is fairly lax and is voiced throughout. When the velar and labial closures are secure, the larynx is drawn down slightly creating a very slight vacuum in the oral cavity. The closures are then released. Words containing /gb/ are by no means rare:

gbán	okra
gbàla	reed
gbàsi	to strike
gbídi	crowd
gbòlo	skin

and many more.

The difference between /r/, /d/ and /l/ is sometimes difficult to perceive. The /r/ segment is not found at the beginning of a word in indigenous words. The /l/ and /d/ segments occur both initially and within a word. Studies of /l/, /d/ and /r/ within the ideolect of one speaker of Maninka from Kankan Guinea suggest that what we perceive as [r] is in reality two entirely different articulations. One kind of [r] is a slightly retroflex tongue-cupped flap which is a variety of /d/. This [r] occurs intervocallically (within a morpheme) only. The other [r] is a retroflex, tongue-cupped variety of /l/. The former (the flap) is shorter than the latter. The transcription used here includes an /r/ which will be used to represent both varieties. The distinguishing of the two [r]'s has not been made a goal for beginning students.

The complete inventory of Maninka-kan consonant and vowel segments also includes an initial /g/ which occurs only infrequently in a few French loan words. The consonant /p/ is uncommon and many of the examples are loan words.

None of the 'fine phonetics' is realized in the broad transcription used in this course. The following comments on common allophonic variations are presented to aid in the comprehension of various dialects.

The most common, predictable allophonic variants are illustrated. The suprascript numerals represent pitch.

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* See Long and Diomande PS 1, 3, 4 and 5 for Dyula Consonants

1. /p/, [p^w] is slightly labialized before back vowels, otherwise like [p], /púa/ > [$p^wu^1a^1$] 'weight'.
[p] is a voiceless, tense, slightly aspirated bilabial stop: /pálan/ > [$pa^1la:n^1$] 'pot', /pànya/ > [pa^2nya^1] 'basket'.
The /p/ segment is not common and occurs mostly in loan words.

2. /t/, [t^y] is like [t] but slightly palatalized before front vowels. (See [k^y] below): /tì/ > [t^yi^{2-1}] 'owner'.
[t] is a voiceless, tense aspirated alveolar stop: /tá/ > [ta^1]

3. /k/, [k^y] is like [k] but palatalized before /e/ and /ɛ/: /kéu/ > [$k^ye^1u^1$] 'wise', /kɛ̀/ > [$k^yɛ^{2-1}$] 'male, man'.
The [k^y] has been transcribed as [c] or [č] elsewhere: /kɛ̀/ > [$k^yɛ^{2-1}$] 'man, male', /čɛ̀/ > [$čɛ^{2-1}$] 'man, male'.
It must be noted that the /k/ in /kɛ̀/ is often heavily palatalized, sometimes to the point that /kɛ̀/ is realized as [$t^yɛ^{2-1}$]. Often, however, /kɛ̀/ is simply rendered as [$kɛ^{2-1}$]. The raised [y] does not indicate a separate palatalized segment. [k] is a voiceless, tense, aspirated velar stop: /kɔ̀/ > [$kɔ^2$] 'wash', /kónɔ/ > [$kɔ^1nɔ^1$] 'bead'.

4. /b/, [b^w] is like [b] but rounded before back vowels: /bólo/ > [$b^wo^1lo^1$] 'hand', (The raised [w] does not signify a separate labial segment.) [b] is a voiced, lax, bilabial stop: /bàmba/ > [ba^2mba^1] 'crocodile', /kámba/ > [kam^1ba^1] 'pigeon'.

5. /d/, [d^y] is like [d] but palatalized before /i/ or /e/. (The raised [y] does not indicate a separate palatal segment.) /dí/ > [d^yi^1] 'give', /kádi/ > [$ka^1d^yi^1$] 'pick'.

6. /g/, [g] is a voiced, lax velar stop: /gányɛ/ > [$ga^1nyɛ^1$] 'win'.
As mentioned above, /g/ seems to occur in a few French loan words, e.g. French <u>gagner</u> > Maninka /gànyɛ/, French <u>gros</u> > Maninka /gòro/.
Medial /g/ is occasionally encountered in Maninka where one finds medial /g/ in Bambara. These /g/'s (sometimes [g] or [ɣ] are lost in most varieties of Maninka-kan, however.

<u>Bambara</u>	<u>Maninka</u>	
fàga	fà or fùa	to die
mɔ̀gɔ	mɔ̀	person
sìgi	sì	to sit
sɔ̀gɔ	sɔ̀	morning

In Bambara, the [g] is usually found between front vowels and the [ɣ] is usually found between back vowels. To maximize the usefulness of the lexicon at the end of the course, words which contain a medial [g] or [ɣ] are entered with a [g]. Many varieties of Maninka and Mandinka do not have this medial [g].

7. /gb/, [gb] is a doubly articulated, labio-velar stop when it occurs utterance initially: # /gbán/ > # [$gbaŋ^1$] 'okra'.
[Gb] indicates that the velar closure occurs before the bilabial closure except utterance initially: /...gbán/ > [$Gbaŋ^1$] 'okra'.

8. /f/, [f] is a voiceless labio-dental fricative: /fila/ > [fi^{2}la^{1}] 'two'.

9. /s/, [s] is a voiceless, alveolar fricative or sibilant: /sisi/ > [si^{2}si^{1}] 'smoke'.
There are no [v]'s or [z]'s which contrast with /f/ and /s/. Upon occasion, particularly in rapid speech, /f/ and /s/ become voiced or partially voiced after nasals, e.g. /nànsara/ > [nan^{1}za^{2}ra^{3}]. The voiced variants are not totally predictable from any linguistic information in an utterance but it is very likely that they will be heard in the rapid speech of many speakers of Maninka-kan.

10. /m/, [m] is a bilabial nasal continuant: /mùso/ > [mu^{2}so^{1}] 'woman', /nímisa/ > [ni^{1}mi^{1}sa^{1}] 'sorrow'.

11. /n/, [n] is an alveolar nasal continuant: /nákɔ/ > [na^{1}kɔ^{1}] 'garden', /síni/ > [si^{1}ni^{1}] 'tomorrow'.
The nasals are somewhat complicated by the problem of nasalized vowels and velar nasals. All vowels are nasalized to some extent before and sometimes after nasal consonants. When a nasal consonant is utterance final, it is [ŋ] the velar nasal which also occurs before /k/. Very often, this final nasal is realized only as heavy nasalization of the preceding vowel. A fuller description of this will be found in the section on assimilation. The [ŋ] allophone is assigned to /n/: /fànka/ > [faŋ^{2}ka^{1}] 'strong', /dɔ̀n/ > [dɔŋ^{2}] 'dance'.

12. /ny/, [ny] is a palatal or alveo-palatal continuant: /nyá/ > [nya^{1}] 'eye', /pànya/ > [pa^{2}nya^{1}] 'basket'.
/ny/ is not a sequence. There is no temporal or sequential boundary in the middle of [ny].

13. /y/, [y] a palatal glide, [y] an alveo-palatal glide, (sometimes with a slight amount of friction before nasals) and [g^{y}] a front velar affricate, all represent /y/. In most realizations of /y/ there is a broad area of contact between the blade of the tongue and the hard palate: /yàn/ > [yan^{2}] 'here'.

14. /j/, [ǰ] is a palatal affricate. In Bambara there is a contrast between /y/ and /j/, e.g. /yan/ 'here', /ǰan/ 'long'. There are certainly speakers of Maninka-kan who maintain the distinction between /y/ and /j/ but it is more commonly lost. The lexicon indicates the contrasts between /y/ and /j/.

15. /r/, [r] is a retroflex sonorant or flap. The symbol [r] is used here: /kɔ̀rɔ/ > [kɔ^{2}rɔ^{2}] 'old'.

16. /i/, [ĩ] is like [i] but nasalized before final nasals or often after other nasal consonants: /sín/ > [sĩŋ^{1}] 'nipple', /mìn/ > [mĩŋ^{2}] 'to drink'.
[i̥] is like [i] but sometimes voiceless after final /s/'s: /sìsi/ > [si^{1}si̥^{1}] 'smoke'.
[ɨ] is a very high unrounded front vowel: /náti/ > [na^{1}tɨ^{1}] 'nut', /kúmbi/ > [kum^{1}bɨ^{1}] 'dew'.

17. /e/, [ẽ] is like [e] but nasalized before final nasals and after other nasal consonants: /sèn/ > [sẽŋ^{2}] 'foot', /bèn/ > [bẽŋ^{2}] 'to drop'.
[e] is a mid front unrounded vowel: /fére/ > [fe^{1}re^{1}] 'buy, sell'.

18. /ɛ/, [ɛ̃] is like [ɛ] but nasalized before final nasals and after other nasals: /fèrɛn/ > [fɛ^{2}rɛ̃ŋ^{2}] 'to crackle'.
[ɛ] is a lower mid, front unrounded vowel: /kè/ > [kɛ$^{2-1}$] 'man', /kèlɛ/ > [kɛ^{2}lɛ^{1}] 'war'.

19. /a/, [ã] is like [a] but nasalized before final consonants and after other nasal consonants: /sán/ > [sãŋ^{1}] 'sky', /fàn/ > [fãŋ$^{2-1}$] 'sword'.
[a] is a central to front low unrounded vowel: /bà/ > [ba$^{2-1}$] 'goat'.

20. /ɔ/, [ɔ̃] is like [ɔ] but occurs before final nasals and after other nasals: /tɔ́n/ > [tɔ̃ŋ^{1}] 'law'.
[ɔ] is a low, back, rounded vowel: /tɔ́/ > [tɔ^{1}] 'name', /sɔ̀/ > [sɔ$^{2-1}$] 'morning'.

21. /o/, [õ] is slightly more central than [o] and occurs before final nasals and after other nasal consonants: /bón/ > [bõŋ^{1}] 'house'.
[o] is a mid, back, rounded vowel: /só/ > [so^{1}] 'horse'.

22. /u/, [ũ] is like [u] and can occur with complete or almost complete velic closure before or after nasal consonants: /sùmu/ > [sũ^{2}mũ^{1}] 'chat'.
[u] is a very high, far back, rounded vowel: /kùra/ > [ku^{2}ra^{1}] 'species of fruit'.

The following groups of words represent the more difficult vowel and consonant articulations and contrasts in Maninka. They are arranged so the instructor can read them off in columns or across and he may also select them randomly. In addition to repetition, these word groups can also be used for dictation. Tone is marked on the first syllable only in these drills.

Drill 5. /b/ ~ /gb/

bá	gbá	gbán
bà	gbà	gbàla
gbó	bàro	bàya
bí	gbídi	gbàsi
bàndan	báli	gbíli

Drill 6. /p/ ~ /gb/ ~ /b/

pánya	gbènda	bàmba
gbén	pɔ́n	bèn
pálan	gbàran	bára
gbɔ̀n	pɔ́n	bɔ̀n
gbílin	bín	pía

Drill 7. /n/ ~ /ny/

néne	nyàri	nyènin
nàmu	nyùman	nyɔ̀n
nɔ̀	nyɔ̀	nyɔ́
ní	nyá	nèn
nyúman	nùwa	nyína

Drill 8. /r/

Remember the difficulty with [r] which was described above. Many speakers of Mandingo varieties will produce these words with an /l/ or [l]-like consonant and others will use a flapped [d] with little or no retroflection.

téri	kùru	sàra
míra	gbèren	mùru
sɔ̀ri	sére	fúru
kúra	nɔ́rɔ	fára
gbídi	táran	fíra
fìran	mòro	séran
bɔ̀ro	kúra	kúru
bìro	bìran	káro
màran	bɔ̀rɔ	fère
sàri	bòri	sáraka
féren	fére	fàri

Compared to many of the world's languages, the sounds of Maninka are quite simple. The structure of words is also equally simple. Nearly 80% of the indigenous words are CV(N) or CV(N)CV(N). The phonemes /gb/ and /ny/ are not considered sequences. In disyllabic words, the first and second vowels are often identical.

sìsi	smoke	bàla	porcupine
kɛ̀lɛ	war	bàmba	crocodile

Consonant clusters can be found in loan words, but the tendency is to delete one consonant or separate them with a vowel. In rapid speech, there is, however, a strong tendency to create consonant clusters by deleting vowels, particularly between /l/'s and before [r], e.g. /àlúlà/ > /àllà/ and /bárá/ > /brá/. A speaker who is fluent in French is more likely to retain the cluster intact while other speakers eliminate them. Examples of such clusters are: /pósti/ 'post office', /àngle/ 'English', /tìatri/ 'theater', /àfrik/ 'Africa'. The exceptions to the CV(N) pattern include words which contain dissimilar vowels such as: /kákao/ 'cocoa', /fùa/ 'die', /mùan/ 'twenty' and others.

Medially, /p, k, g, h, gb/ occur rarely if at all and of that group only /k/ and /gb/ occur frequently initially. The CV(N) pattern is in itself quite limiting and the low use of these consonants further reduces the possible combinations of consonants and vowels. Only eleven consonants are commonly used medially and only thirteen can occur initially. The possible combinations are further reduced by the fact that the syllable final nasal is always homorganic with the following consonant.

III. Assimilation

Nasality is nearly always assimilated to vowels which are adjacent to nasal consonants. In utterance final position, a final nasal consonant is often represented only by the nasality of the preceding vowel. Whether or not this is the case depends on the rapidity of speech, the individual speaker and other factors. The problem of describing final vowels and nasals is not unique to Maninka-kan. The tendency to nasalize vowels adjacent to nasal consonants is so strong in Maninka-kan that back or low vowels between nasal consonants are sometimes totally nasalized, i.e., there is a velar closure throughout the entire articulation, e.g. [mãŋ]. Syllable final nasals are either homorganic, deriving the features that specify their place of articulation from the consonant immediately to the right, or they are [ŋ] when they are utterance final. (Tone and nasality are not marked in these examples. [ŋ] is considered to be an allophone of /n/.)

1. n $\left\{\begin{matrix}k\\g\\\#\end{matrix}\right\}$ > ŋ $\left\{\begin{matrix}k\\g\\\#\end{matrix}\right\}$

n ka a kɛ	> ŋ ka a kɛ	I did it.
sonkan ye yen	> soŋkan ye yeŋ	The weaver bird is there.
san kolo ka bon	> saŋ kolo ka boŋ	The hail is big.
a ka dondon ganyɛ	> a ka dondoŋ ganyɛ	He won a rooster.

2. n gb > $ŋ^{w}$ Gb

talan gbasi!	talaŋ^{w} Gbasi!	Ring the bell!

3. n $\left\{\begin{matrix} b \\ m \\ f \end{matrix}\right\}$ > m $\left\{\begin{matrix} b \\ m \\ f \end{matrix}\right\}$

an ma a kɛ	>	am ma a kɛ	We did not do it.
an bolo	>	am bolo	our hands
n fa ye yan	>	m fa ye yaŋ	My father is here.

4. n $\left\{\begin{matrix} y \\ j \\ ny \end{matrix}\right\}$ > ny $\left\{\begin{matrix} y \\ j \\ ny \end{matrix}\right\}$

The [ŋ] is represented by a separate segment and is arbitrarily assigned to the phoneme /n/. In this study, the genesis of [ŋ] as a consonant is not thought to be due to an underlying velar nasal consonant but rather the articulation of nasality itself.

Oral vowels are articulated with the velum in contact with the back wall of the laryngeal pharynx, the velic closure. Various degrees of nasalization are introduced to a vowel by moving the velum toward and away from the velic closure permitting more or less of the airstream to exit through the nasal cavity. As the velum is moved away from the velic closure more nasalization can be observed. In Maninka, total nasalization can be observed. In Maninka, total nasalization can be observed in nasals followed by /ɔ/, /o/ or /a/ when there is a velar closure which permits all of the airstream to exit through the nasal cavity. A nasalized, velar closure is, of course, [ŋ] and it is most likely that utterance final [ŋ] results from a steady increase in nasalization (an increasing velar constriction with concomitant nasalization) throughout the duration of the vowel.

A very few indigenous words begin with vowels. The most notable are /à/ (third person singular), /í/ (second person singular), /án`/ (first person plural), /álú/ (second person plural), and /àlú/ (third person plural). When these forms are preceded by forms ending in vowels, a contraction takes place. (Tone is not indicated in these examples.)

1. $\left\{\begin{matrix} e \\ ɛ \\ a \end{matrix}\right\}$ i > i i

a ye i yen la	>	a yi i yen na	He sees you.
a tɛrɛ i yen la	>	a tɛri i yen na	He was seeing you.
a ka i yen	>	a ki i yen	He saw you.

2. $\left\{\begin{matrix} i \\ e \\ ɛ \end{matrix}\right\}$ a > a a

a di a kɛ	>	a da a kɛ	He will do it.
a ye a kɛ	>	a ya a kɛ	He did it.
a tɛrɛ a kɛ	>	a tɛra a kɛ	He was doing it.

The tone of these utterances is of interest especially in the case of à when preceded by a high tone. For instance in /à dá:`mà/ 'give it to him' (< /à dí à mà/) dí yields its vowel quality to à but à yields its tone to dí. See Common Sentence Structures 13, 83, 101-105, 110 and 111 for other examples.

Although there are few underlying consonant clusters in indigenous Maninka-kan words, a few initial clusters result from contraction. The general pattern is CVCV > CCV. The medial or second consonant is either /l/ or /r/, e.g. /fìla/ > /flà/ 'two', /kélen/ > /klén/ 'one', /téle/ > /tlé/ 'sun' and /bára/ > /brá/ 'home ground'. This kind of contraction is highly variable but it nevertheless occurs very frequently in some words, notably /bára/ and /fìla/. An /r/ may occur syllable initially only in the postposition /rɔ/ 'in' and as the past tense, intransitive suffix /ra/, e.g., /a ye kunan dɔ/ > [a ye kunan dɔ] 'It is in the wooden bowl'.

The /l/ segment presents a slightly more complex set of alternatives. The /l/ at the beginning of nouns or verbs is invariant after vowels or nasals. /ń lá à là/ 'Convince me of it!'

The /l/ of /le/, an emphatic particle, usually becomes /de/ after nasals. /mèlen` lé/ > /mèlén` dè/ 'It's a hippopotamus.'

All other /l/'s become /n/ after nasals. /ń lá bɔ́n` lù ká bɔ̀n/ > /ń ná bɔ́n nù ká bɔ̀n/ 'My houses are big.' /búrú-nyénín-lá/ > /búrú-nyénín-ná/ 'baker'. These changes may not occur in all dialects.

Drill 9.

In the following utterances change /l/ to [d] or [n] when required. Also perform necessary tonal changes. Column A shows the base forms, B shows the altered forms and pitch numerals and C is the translation.

	A	B	C
1.	mèlen` lé	mèlén` dè 2 1 3	It's a hippo.
2.	bɔ́n` lá	bɔ́n` nà 1 3	in the house
3.	dén` lú	dén` nù 1 3	children
4.	dén` lé	dén` dè 1 3	It's a child.
5.	bàla` lá	bàlá` là 2 1 3	on the porcupine
6.	dòndon` lú	dòndón` nù 2 1 3	roosters
7.	dùndun` lé	dùndún` dè 2 1 3	It's a drum.
8.	fànin` lé	fànín` dè 2 1 3	It's a cloth.
9.	kùn` lá	kǔn` nà 2-1 3	on the head
10.	séran` lú	sérán` nù 1 1 3	brooms

Drill 10. Nasal Assimilation

In the following drill, each nasal consonant which is to be assimilated is represented by N. Change each N to the proper nasal consonant. The first column shows the correct contrasting tones. Columns A & B show the proper tones and B shows the correct pitches.

	A	B	C
Example	kŭ̂N	kŭ̂ŋ 2-1-3	head
1.	béNbá	bémbá 1 1	grandfather
2.	dòNdóN̂ lù	dòndón̂ nù 2 1 3	roosters
3.	bíN̂ rɔ̀	bín̂ dɔ̀ 1 3	in the grass
4.	dáNkâ	daŋka 1 1-3	curse
5.	déNníN̂ lù	dénnín̂ nù 1 1 3	small children
6.	dùNdúN̂ kàN	dùndúŋ̂ kàŋ 2 1 3	on the drun
7.	Ń bólɔ́̂ rɔ̀	ḿ bólɔ́̂ rɔ̀ 1 1 1 3	in my hand
8.	sàNgbáN̂ mà	sàŋgbám̂ mà 2 1 3	on the stubble
9.	Ń sĕN̂ là	ń sĕn̂ nà 1 3-2 4	on my foot
10.	féN̂ lù	fén̂ nù 1 3	things

CHAPTER TWO
THE NATURE AND FUNCTION OF TONE IN MANINKA-KAN

I. Pitch Contrasts

Each utterance in Maninka-kan has its own characteristic melody or pitch pattern. The pitch sequences are not like the sentence intonations in English. Neither are the tones invariant as in Chinese. In English, pitch is secondary and is dependent on other phonological and syntactic devices, particularly the location of sentence stress. Chinese tonal contrasts are inherent to the word and the tonal pattern of a given utterance is simply the sequence of the lexical tones of the individual words. Although it is possible to cite pairs of English words which apparently differ in pitch, pitch (with length and stress) is a component of accent and is not invariant. Pitch is sometimes determined by syntax, in the words ['rɛkɽd] (noun), [rɨ'kord] (verb), for instance. (Many examples of stress contrast in words like [rɨ'kord] ≠ ['rɛkɽd] mark derived parts of speech and not, to some at least, primary underlying lexical contrasts based on stress.) For instance in English, record (noun) has increased pitch, length and intensity on the first syllable when it is pronounced in isolation, e.g. ['rɛkɽd]. Notice that in the following sentences the pitch is altered from its citation form: ['rɛ^{2}kɽd^{3}].

1. Did^{2} you^{2} say^{2} re^{2}cord^{1}?
2. Which^{2} re^{2}cord^{2} do^{2} you^{2} mean$^{1-3}$?
3. I^{2} mean^{2} the^{2} re^{1}cord^{3} be^{3}side^{3} the^{3} book$^{1-3}$.
4. I^{2} mean^{2} that^{1} re^{3}cord^{3} be^{3}side^{3} the^{3} book^{3}.

Maninka has numerous tonal minimal pairs. In the /b/'s for instance:

/bála/	balafon	/bàla/	porcupine
/bán/	to finish	/bàn/	palm
/bára/	to diminish	/bàra/	gourd
/bón/	house	/bòn/	big
/bɔ́/	to go out	/bɔ̀/	clay

It is not oversimplifying to state, however, that words distinguished only by tone stand a very good chance of having that tonal contrast neutralized by syntactic rules affecting tone. For instance, /só/ 'village' and /sɔ̀/ 'horse' contrast tonally in isolation but the contrast is often neutralized, e.g. /wàrɔ-sɔ/ > [wa^{2} rɔ^{2} so$^{1-3}$] 'village in the forest' and 'horse in the forest'. For reasons to be presented later, verbs that occur in final position nearly always have low tone thus neutralizing possible lexical contrasts. For instance, /yèlɛ/ 'to elevate, ascend' contrasts with /yélɛ/ 'to laugh'. /à kà yèlè/ > [a^{2} ka^{2} yɛ^{2} lɛ^{2}] 'He ascended.' and 'He laughed'.

Tone, although lexical in nature, seems to exist only to be altered by the syntax without regard to the function of tone in marking lexical contrasts.

It is possible to cite tonal minimal pairs, but the fact that the tones which account for the contrasts are subject to alternation by arbitrary dissimilation and syntactically bases rules (often resulting in ambiguities) suggests that tone, although lexically based, primarily serves a syntactic function.

The sounds of Maninka are relatively easy to master. The syntax is also fairly uncomplicated. One of the most difficult and least understood facets of the Mandingo languages is the nature and function of pitch or tone.*

There is a tonal contrast in Maninka between high and low. Sequences of high and low tone yield a number of different actual pitches, however. The process of converting tone marks to various pitch levels in this study is a simple one. The suprascript numeral one (1) indicates the highest pitch in an utterance and is found on the first high tone in an utterance. The suprascript numeral two (2) is used to indicate the pitch of low tone words in isolation and to indicate the pitch of any low tones which occur before the first high tone in an utterance. For example, $X^HX^HX^H > X^1X^1X^1$, $X^LX^H > X^2X^1$, $X^L > X^2$. A drop from a high to a low is reflected numerically by an increase of two digits, e.g. $X^HX^L > X^1X^3$. A rise from a low to a high is reflected numerically by a decrease of one digit, e.g. $X^LX^H > X^2X^1$. An uninterrupted sequence of highs or lows is reflected by a sequence of the same digits, e.g., $X^HX^HX^H > X^1X^1X^1$, $X^LX^LX^HX^HX^LX^L > X^2X^2X^1X^1X^3X^3$.

This marking of pitch is by no means acoustically accurate. It reflects with certainty only that an interval of two steps is wider than an interval of one. In fact, one must keep the following in mind:

> All of the tonal sequences arrived at in this course are basic, but not invariant. Additional intonational factors can and usually do alter the basic pattern somewhat. It is possible to describe a general sequence of ascending and descending intervals, as one step up and two steps down, but such statements will only serve to describe utterances free of intonational emotive value.

In addition to the large interval from high to low, a descending interval of one step or less also occurs when, for reasons explained below, a low tone occurs where no vowel or consonant is present. This means simply that $X^H(X^L)X^H$ which becomes $X^1(X^3)X^2$ is heard as X^1X^2, the so-called downstep or downstepped high. In this analysis, the downstep is simply a low tone which causes the proper pitch sequence to occur but which has no pitch realization of its own.

Here are some examples of sentences where the proper sequences of highs and lows have been already determined by the grammar. They are shown converted to numerical pitch sequences. /a^L ka^L ji^{H}ri^H tɛ^L/ > [a^2 ka^2 ji^{1}ri^1 tɛ^3] 'He chopped wood.' /a^{L}lu^H ka^L a^L di^H kɛ$^{L-H}$ ma^L/ > [a^{2}lu^1 ka^3 a^3 di^2 kɛ$^{4-3}$ ma^5] 'They gave it to the man.' /a^L di^L bɔ^L bon^H la^L/ > [a^2 di^2 bɔ^2 bon^1 na^3] 'He went out of the house'.

II. Intonation

In a tonal system like that found in Maninka-kan, intonation is very difficult to describe acoustically with any accuracy.** In general it can be stated that intonation varies the width of the intervals between pitch steps. For instance, if 'normal' intonation specifies that ascending intervals are one half as wide as the descending intervals

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* See Long and Diomande PS 7, 8 and 9 for comments on tone in Dyula

**See Long and Diomande PS 8 for comments on intonation

(in semitones), a type of urgent or excited emotive intonation might reduce the width of descending intervals somewhat. This would reduce the range of pitches in the utterance and would mean that the rate of descent of the tonal downdrift would be less steep than in the 'normal' intonation pattern. Other types of intonation vary the intervals of ascent and descent increasingly, decreasingly or both throughout the utterance. For instance, an assertive or exclamatory sentence will begin on a higher pitch than normal and the descending intervals will be narrower than normal. The question intonation pattern (where a question word is not used) is fairly close to the normal pattern except for a very sharp rise on the last syllable. Question intonation using final interogatives such as /bà/ (Question) and /dì/ 'how' often use very direct and steeply descending intervals with the final word on a very low tone. An intimate or dramatically secretive pattern might begin on a normal pitch and quickly drop to lower levels by widening the first few descending intervals, narrowing the ascending intervals and then hold a slightly descending pattern by changing to almost equal ascending and descending intervals.

Accurate notation of these interesting but highly variable phenomenon would be very complicated and would not be much more informative than the foregoing verbal description. The system of numerical indication of tone is accurate only for a very limited set of intonation types. It does express, however, the relative width of ascending and descending intervals in their proper order.

Drill 11.

The purpose of this drill is to help develop competence in recognizing and producing Maninka words and phrases with the proper pitches. One should not concern himself with how these utterances received the tones they have, but only with satisfactory pronunciation. The glosses are only approximate.

Since some of the following utterances are nouns, a total phenomenon associated with the citation forms of nouns can be observed. In disyllabic high tone nouns, the citation form in Bambara has the tone [˥˩], a high followed by a sharply falling high. In some varieties of Maninka, this tonal pattern is less steep on the second syllable and may be heard as [˥ ˩], [˥ ˩] or even [˥ ˧]. There is no way to predict what patterns you will hear. For the purposes of consistency such tones will be written as [˥˩] or [1 1-3] or [H HL] or /´ ˆ/ throughout this course. Some words are followed by the specific determiner which causes a falling tone.

Monosyllables (high). Repeat after the speaker.

da	[˥˩]	mouth	ta	[˥˩]	fire
ba	[˥]	grandmother	ba	[˥˩]	river
bon	[˥˩]	house	bin	[˥˩]	grass
den	[˥˩]	child	bɔ	[˥]	exit

di	[↗]	give	dɛ	[→]	never
fo	[↗]	scar	fan	[↗]	forge
kan	[↗]	voice	fin	[→]	black
kɛn	[↗]	fat	fɔ	[→]	say
kɛ	[→]	do	gbɛ	[→]	white
ku	[↗]	yam	li	[↗]	honey
la	[↗]	place	lɔ	[→]	stand
lon	[↗]	day	mɛn	[→]	hear
lu	[↗]	home	nya	[↗]	eye
ni	[↗]	heart	sen	[→]	eight
nyin	[↗]	tooth	sin	[↗]	nipple
san	[↗]	sky	sɔ	[→]	give
si	[↗]	seed	tan	[→]	ten
so	[↗]	city	ti	[↗]	straw
ta	[↗]	own	tɔ	[↗]	name
tɔn	[↗]	locust	tu	[↗]	forest
wa	[→]	go	ji	[↗]	water

Drill 12. Monosyllables (low). Repeat after the speaker.

ba	[↘↗]	goat	ban	[→]	refuse
bɔ	[↘↗]	clay	bɔn	[→]	spill
bu	[↘↗]	chaff	don	[→]	enter
dɛn	[→]	gather	dɔn	[↘↗]	dance
du	[↘↗]	ground	fa	[→]	father
fua	[→]	die	fan	[↘↗]	sword
fu	[↘↗]	sponge	ka	[→]	cut
gbɔn	[↘↗]	ape	ko	[→]	wash
kɛ	[↘↗]	male	la	[↘↗]	sheath

kɔ	[ˇ]	salt	na	[¯]	come
mɔ	[ˆ]	person	nyɔ	[ˆ]	grain
nɛ	[ˆ]	iron	san	[ˆ]	year
sa	[ˆ]	snake	si	[¯]	sit
sen	[ˆ]	foot	sɔ	[ˆ]	weave
so	[ˇ]	horse	te	[¯]	break
su	[ˆ]	night	ti	[ˆ]	owner
tɛ	[¯]	cut	wa	[ˇ]	forest
tɔ	[ˇ]	hip	yan	[¯]	here
tu	[¯]	pound			

Drill 13. Disyllables (high). Repeat after the speaker.

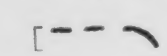
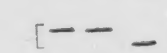
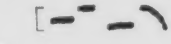
bala	[¯ ˊ]	xylophone	bali	[¯ ¯]	without
ban	[¯]	finish	bara	[¯ ˊ]	home
basa	[¯ ˊ]	lizard	bemba	[¯ ¯]	grandfather
binyɛ	[¯ ˊ]	liver	bolo	[¯ ˊ]	arm
buru	[¯ ˊ]	bread	buku	[¯ ˊ]	book
dimin	[¯ ¯]	pain	damun	[¯ ¯]	eat
duman	[¯ ¯]	sweet	dibi	[¯ ˊ]	darkness
fɛrɛn	[¯ ˊ]	platform	fɛnɛn	[¯ ¯]	examine
fɔlɔ	[¯ ˊ]	first	fira	[¯ ˊ]	leaf
furu	[¯ ˊ]	marriage	folo	[¯ ˊ]	gutter
kelen	[¯ ¯]	one	gbidi	[¯ ˊ]	mob
kɛndɛ	[¯ ¯]	well	kɛmɛ	[¯ ¯]	hundred
kinin	[¯ ˊ]	cooked rice	kiti	[¯ ˊ]	judgment
kolo	[¯ ˊ]	bone	kɔrɔ	[¯ ˊ]	elder
kɔnɔ	[¯ ˊ]	belly	lulen	[¯ ˊ]	shade
kunun	[¯ ¯]	wake-up	nyina	[¯ ˊ]	mouse

mira [˗˗]	catch	seran[˗˩]	broom
nɔnɔ [˗˥]	milk	senin[˗˥]	gold
sɛbɛ [˗˥]	letter	sila [˗˥]	way
sidi [˗˗]	tie	tele [˗˩]	day
silan[˗˗]	fear	tibi [˗˗]	cook
sisi [˗˥]	chest	tolon[˗˗]	play
talan[˗˥]	bell	wodi [˗˩]	money
tɛnɛ [˗˗]	aunt	jiri [˗˩]	tree
tolo [˗˥]	ear	wuli [˗˗]	get up
tulu [˗˩]	oil	yɛlɛ [˗˗]	laugh

Drill. 14. Mixed lengths and tones. Repeat after the speaker.

lon [˩]	day	ba [˗]	grandmother
furu [˗˩]	marriage	bɔ [˩˥]	clay
fɛrɛn[˗˥]	platform	ban [˗]	finish
sen [˩˥]	foot	kan [˩]	voice
tɔ [˩˥]	hip	nɔnɔ [˗˥]	milk
buru [˗˥]	bread	kɔ [˥˩]	salt
buku [˗˥]	book	bemba[˗˗]	grandfather
fa [˗]	father	si [˗]	sit
gbɔn [˩˥]	ape	kɔrɔ [˗˥]	elder
kɛndɛ[˗˗]	well	gban [˥˩]	cheek
den [˩]	child	kɛn [˩]	fat
dimin[˗˗]	pain	kiti [˗˥]	judgment
seran[˗˥]	broom		

Drill 15. Short Phrases. Repeat after the speaker.

nna bon		my house
jiro		in the water
jirila		in the tree
mbara		my home
a bila		release it
biroro		in the office
ala daba		his hoe
sokono		in the city
sola		on a horse
alula doku		their duck
a gbasi		strike it

III. The Marking of Tone

The marking of tone in the base forms of Maninka-kan is determined by the nature of tone in the language. In some languages we find tone only on the vowels, on entire syllables or on words. The scope of tone in Maninka-kan is usually the word.

As explained above, words in Maninka-kan are susceptible to numerous tonal changes. The base form of a word is the form which requires the fewest and simplest rules to convert the form to the tokens found in real Maninka sentences. The specific shapes of base forms can be justified only by looking at the entire phonological system of the language. The lexicon lists Maninka words in their base forms. By the proper application of tonal rules (which will be introduced throughout the course) the base forms receive their actual pitches.

In most base forms, the boundaries of the tonal units are identical to the word boundaries. Most base forms are marked as either high or low. Although tone is primarily a word (rather than syllable or vowel) phenomenon it is convenient to mark tone or pitch on the vowels because they are where pitch is observed. Consonants (except syllabic nasals), particularly voiceless consonants, contribute little to the perception of Maninka tone.

Contrastive tone can be marked as either /´ or `/ or /^{H} or ^{L}/. This binary marking of contrastive or phonemic tone is easily converted to an n-ary set of pitches, [$^{1\ 2\ 3\ 4}$] etc.

In addition to learning and understanding the phonemic alterations which alter base forms (i.e. nìsi > nǐsí > nǐsî), the student of Maninka should also be able to convert contrastive tones to relative pitches with dexterity.

Drill 16.

Sing, hum or whistle the proper pitch sequences for the following tone sequences. Remember that a low to a high is plus one step, and a high to a low is minus two steps. Cover the answers in the right hand column. An initial low is considered a 2.

1.	/ ´ ´ /	[1 1]
2.	/ ` ` /	[2 2]
3.	/ ´ ` /	[1 3]
4.	/ ` ´ /	[2 1]
5.	/ ´ ` ` /	[1 3 3]
6.	/ ` ´ ` /	[2 1 3]
7.	/ ´ ` ´ /	[1 3 2]
8.	/ ´ ` ` ´ /	[1 3 3 2]
9.	/ ` ´ ´ ` /	[2 1 1 3]
10.	/ ´ ` ` ´ /	[1 3 3 2]
11.	/ ` ` ` /	[2 2 2]
12.	/ ` ` ´ ` /	[2 2 1 3]
13.	/ ` ´ ´ ` ´ /	[2 1 1 3 2]
14.	/ ´ ´ ´ ` /	[1 1 1 3]
15.	/ ` ´ ` ´ ` /	[2 1 3 2 4]
16.	/ ´ ` ´ ` ´ /	[1 3 2 4 3]
17.	/ ` ` ´ ´ ` /	[2 2 1 1 3]
18.	/ ` ´ ` /	[2 1 3]
19.	/ ´ ` ` ` ´ /	[1 3 3 3 2]
20.	/ ´ ´ ` ´ ´ ` /	[1 1 3 2 2 4]
21.	/ ` ` ´ ´ ` /	[2 2 1 1 3]
22.	/ ´ ` ´ ` ` /	[1 3 2 4 4]
23.	/ ` ´ ´ ` ´ ´ ` /	[2 1 1 3 2 2 4]
24.	/ ´ ` ` ´ ` ` ` /	[1 3 3 2 4 4 4]
25.	/ ` ` ` ´ /	[2 2 2 1]

Drill 17.

Some will find it useful to cover the right column and write out the numerals while looking at the left column. Do this from top to bottom and then bottom to top.

Drill 18.

The following sequences represent Maninka sentences. The verticle lines represent word boundaries. When two or more tones occur between verticle bars, they represent a tonal glide, e.g. | ´ ` | [1-3] or [◟]. Sing, hum or whistle the following pitches as represented by the tone marks.

1.	| ´ ` | ` | [1-3 3]
2.	| ´ ` | ´ ` | ´ ` | [1-3 2-4 3-5]
3.	| ´ | ` ´ | ´ ` | [1 3-2 2-4]
4.	| ´ | ´ | ` ´ | [1 1 3-2]
5.	| ` | ` ´ | ` ´ | [2 2-1 3-2]
6.	| ´ ` | ` ´ | [1-3 3-2]
7.	| ` ´ ` | [2-1-3]
8.	| ´ ` | ´ | [1-3 2]
9.	| ` | ´ ` | [2 1-3]
10.	| ` ´ ` | ` | [2-1-3 3]

IV. Tonal Change

A Maninka word has a base form which includes the form's inherent lexical tone. Any change in that tone is considered to be a tonal alteration which must be accounted for by specific rules.

One kind of tonal alteration is assimilation or tonal contracting. The low tone of the Specific Determiner assimilates to nouns or nominals (including nominalized verbs) in their citation forms, i.e. the forms nouns have when uttered in isolation.

/dá`/	>	[da^{1-3}]	door
/yé`/	>	[ye^{1-3}]	seeing
/kúnun`/	>	[$ku^{1}nun^{1-3}$]	waking
/fànka`/	>	[$faŋ^{2}ka^{1-3}$]	strength
/sà`/	>	[sa^{2-1-3}]	snake, sheep

When such a low tone is added to a word formerly dominated by a single high toneme, there is some variation from dialect to dialect as to where the fall from high to low will commence. In disyllabic words, the entire second syllable may become low or it may remain high throughout most of the syllable having only a quick fall at the end, e.g. [$ba^{1}ra^{3}$] or [$ba^{1}ra^{1-3}$]. Of course there are numerous variations in between these two possibilities.

The most widespread type of tonal alteration in Maninka is tonal dissimilation. Changes which are brought about by tonal dissimilation rules either lower certain high tonal domains or introduce new high domains into low tone words. In the following example the high tonal domain on /yé/ is changed to low: /a^{L} ye^{H} bon$^{H(L)}$ la^{L}/ > /a^{L} ye^{L} bon$^{H(L)}$ la^{L}/ > [a^{2} ye^{2} bon^{1} na^{3}] 'He is in the house.' In its base form, /yé/ is high; in its dissimilated form, it is low. The rule that causes tonal dissimilation operates on tonal domains, not syllables. (For the sake of easier reading, most examples will be given first in base forms with grave and acute accents marking the tonal domains as described, subsequently with each syllable marked high or low (^{H} or ^{L}) and finally the numerical indication of pitch in phonetic transcription.)

The tonal dissimilation rule states that a high tonal domain is changed to a low in the environment $|^{L}|$_____$|^{H}|$ or utterance finally after a low domain. In [a^{2} ye^{2} bon^{1} na^{3}] the /yé/ has been lowered because it is preceded by a low and followed by a high. The /lá/, (/ná/) has been lowered because it occurs finally and is preceded by a low domain. In the sentence /à yé yàn/ > /a^{L} ye^{H} yan^{L}/ > [a^{2} ye^{1} yaŋ^{3}] 'He is here.' the /yé/ is not lowered because it is followed by a low.

In addition to the environments in which the dissimilation rule operates, it is extremely important to note that it may operate serially in the same sentence. The arrows in the examples below indicate tonal environments for tonal dissimilation. Each successive application of the rule creates the proper environment for the rule to apply again.

/àlú má álú lá kúnun/ > /a^{L}lu^{H} ma^{H} a^{H}lu^{H} la^{H} kunun^{H}/ >

/a^{L}lu^{L} ma^{H} a^{H}lu^{H} la^{H} kunun^{H}/ > /a^{L}lu^{L} ma^{L} a^{H}lu^{H} la^{H} kunun^{H}/ >

/a^{L}lu^{L} ma^{L} a^{L}lu^{H} la^{H} kunun^{H}/ > /a^{L}lu^{L} ma^{L} a^{L}lu^{L} la^{H} kunun^{H}/ >

/a^{L}lu^{L} ma^{L} a^{L}lu^{L} la^{L} kunun^{H}#/ > /a^{L}lu^{L} ma^{L} a^{L}lu^{L} la^{L} kunun^{L}/ >

[a^{2}lu^{2} ma^{2} a^{2}lu^{2} la^{2} ku^{2}nuŋ^{2}] 'They did not wake you (pl.) up.' The example illustrates an extreme case and one should not expect to have that many changes in a single sentence.

Nouns cannot have their high tones dissimilated. Forms which are nominalized by adding the suffixes /ya/ or /li/ and high tone close kinship terms such as /bémba/ 'grandfather' do not dissimilate.

The situation regarding the lowering of high tone verbs is highly complicated and varies in different idiolects. Final high tone verbs will always lower if preceded by a low tone. Disyllabic high tone verbs which are not in sentence final position do not lower. There is variability among the monosyllabic non-final verbs, such as /bɔ́/ 'to exit', /fɔ́/ 'to sound', /lá/ 'to lay', /dí/ 'to give' and /wá/ 'to go' which can be lowered optionally. Some speakers may habitually lower particular monosyllabic verbs and permit others to remain high.

Drill 19. Dissimilation of high tones.

The following utterances each contain at least one high tone which can be changed to a low. Highs will be lowered if preceded by a low and followed by a high and lowered finally if preceded by a low. First, change the base form tones of the first column to the correct dissimilated

tones, then change the correct tones to the correct pitches. Example: /à yé mín/ > /à yè mìn/ > [a^2 ye^2 min^3]. Cover columns B and C for the first operation and column C for the second operation. Do not worry about what these sentences mean. The base forms of nouns (which do not lower) are underlined.

	A	B	C
1.	àlá bón`	àlà bôn	[a^2 la^2 bon^{1-3}]
2.	à lá kúnun	à là kùnùn	[a^2 la^2 ku^2nun^2]
3.	àlú ká kéndɛ	àlù kà kèndè	[a^2lu^2 ka^2 $kɛn^2dɛ^2$]
4.	à nàrá	à nàrà	[a^2 na^2ra^2]
5.	bón` ká bón	bón` kà bòn	[bon^1 ka^3 bon^3]
6.	àlú bémba	àlù bémbá	[a^2lu^2 bem^1ba^1]
7.	jí` ró	jí` rɔ̀	[ji^1 $rɔ^3$]
8.	à dí bó	à dì bɔ̀	[a^2 di^2 $bɔ^2$]
9.	à ká dí	à kà dì	[a^2 ka^2 di^2]
10.	tá` ládán	tá` làdàn	[ta^1 la^3dan^3]
11.	à ké	à kè	[a^2 $kɛ^2$]
12.	í kà à ké	í kà à kè	[i^1 ka^3 a^3 $kɛ^3$]
13.	àlúlá bón`	àlùlà bôn	[$a^2lu^2la^2$ bon^{1-3}]
14.	bá` ró	bá` rɔ̀	[ba^1 $rɔ^3$]
15.	tá` lá	tá` là	[ta^1 la^3]
16.	bón` lé	bón` nè	[bon^1 ne^3]
17.	à mán dí	à màn dì	[a^2 man^2 di^2]
18.	tàna té	tànà tè	[ta^2na^2 te^2]
19.	à bárá bán	à bàrà bàn	[a^2 ba^2ra^2 ban^2]
20.	à bórá	à bòrà	[a^2 $bɔ^2ra^2$]

Drill 20.
Cover columns B and C and convert column A directly to pitches.

Drill 21.

In the following drill, some of the utterances require dissimilation, some do not. Perform the proper changes as in Drill 19. Do not be concerned about what these utterances mean. Nouns are underlined and do not lower.

	A	B	C
1.	ílá <u>bón`</u>	ílá bôn	[$i^1 la^1$ bon^{1-3}]
2.	à nàrá	à nàrà	[a^2 $na^2 ra^2$]
3.	à kà nà	à kà nà	[a^2 ka^2 na^2]
4.	à yé yàn	à yé yàn	[a^2 ye^1 yan^3]
5.	à<u>lú</u> yé yàn	à<u>lù</u> yé yàn	[$a^3 lu^2$ ye^1 yan^3]
6.	í kà à<u>lú</u> ké	í kà à<u>lù</u> kè	[i^1 ka^3 $a^3 lu^3$ $k\varepsilon^3$]
7.	í <u>téné</u>	í téné	[i^1 $t\varepsilon^1 n\varepsilon^1$]
8.	ń wárá	ḿ wárá	[m^1 $wa^1 ra^1$]
9.	án` lá <u>búku`</u>	án` nà bú kû	[an^1 na^3 $bu^2 ku^{2-4}$]
10.	<u>tá`</u> ládán	tá` làdàn	[ta^1 $la^3 dan^3$]

Drill 22.

Convert the left hand column of Drill 21 to the proper pitches (C) without going through the intermediate stage, (B).

The second kind of dissimilation involves adding a high tone component to certain word categories when they occur before a low tone. A high tone is added to low tone nominals before any low tone including the low tone of the determiner. In disyllabic low tone nouns, the high is added to the second syllable.

/nìsi `/ > /nìsí `/ > [$ni^2 si^1$] cow

As mentioned above, in the citation form, the low tone determiner is assimilated to the final vowel producing [$ni^2 si^{1-3}$]. In mono-syllabic nouns, the high domain is added to approximately the last half of the syllable.

/wà `/ > /w a `/ > [wa^{2-1}] forest

The isolated citation forms of low tone, nominalized verbs also display this type of contraction, e.g. as described above /fùa+`/ /fùá+`/ > /fùâ/ > [$fu^2 a^{1-3}$].

Drill 23. Dissimilation of Low Tones.

Raise the low tone where required in the following utterances. Also lower tones when necessary.

	A	B	C
Example	nìsi`lá	nìsí`là	[ni^{2}si^{1} la^{3}]
1.	mùso`kà	mùsó`kà	[mu^{2}so^{1} ka^{3}]
2.	wà`rɔ́	wǎ`rɔ̀	[wa$^{2-1}$ rɔ^{3}]
3.	màlo`yé yèn	màló`yé yèn	[ma^{2}lo^{1} ye^{2} yen^{4}]
4.	à yé jí`rɔ́	à yè jí`rɔ̀	[a^{2} ye^{2} ji^{1} rɔ^{3}]
5.	kɛ̀`lú	kɛ̌`lù	[kɛ$^{2-1}$ lu^{3}]
6.	nìsi`gbòlo`	nìsí`gbòlô	[ni^{2}si^{1} gbo^{3}lo$^{2-4}$]
7.	mùso`ká kɛ́ndɛ	mùsó`kà kɛ̀ndɛ̀	[mu^{2}so^{1} ka^{3} kɛn^{3}dɛ^{3}]
8.	kɛ̀`nàrá	kɛ̌`nàrà	[kɛ$^{2-1}$ na^{3}ra^{3}]
9.	bà`lá	bǎ`là	[ba$^{2-1}$ la^{3}]
10.	sà`lú	sǎ`lù	[sa$^{2-1}$ lu^{3}]

Low tone verbs which occur before low tones exhibit tonal dissimilation by adding a high tone to the last half of the last syllable of the verb or the verb plus the morpheme /la/. The verb usually comes at the end of the verb phrase just before any locative phrase or sentence adverb. If there is a pause or hesitation before the locative or adverb, there is no rise on the verb. Compare /à dí nǎ yàn/ with /à dí nà bón`nà/. This rule is often ignored in rapid speech.

Drill 24. Rising tones on verbs.

The verb is introduced just before the utterance. Add a high tone to the verb (where appropriate) giving a rising tone. Perform all other necessary tonal changes.

	Verb	A	B	C
1.	nà	à kà nà yàn	à kà nǎ yàn	[a^{2} ka^{2} na$^{2-1}$ yan^{3}]
2.	bàn	bàn àlá	bǎn àlà	[ban$^{2-1}$ a^{3}la^{3}]
3.	bìla	à bìla yàn	à bìlǎ yàn	[a^{2} bi^{2}la$^{2-1}$ yan^{3}]
4.	dɔ̀n	àlú kà dɔ̀n dì	àlú kà dɔ̌n dì	[a^{2}lu^{1} ka^{3} dɔn$^{3-2}$ di^{4}]
5.	fùa	nìsi`kà fùa yàn	nìsí`kà fùǎ yàn	[ni^{2}si^{1} ka^{3} fu^{3}a$^{3-2}$ yan^{4}]

V. Review

The following drills are meant to train the student in the production of tonally correct utterances. Since the utterances are already given (in base forms), the task is not to construct utterances but to interpret them tonally. The drills have been written so that the student may practice each utterance with both the pitch numerals and the translations covered with a sheet of paper. After the utterance has been interpreted tonally, the sheet of paper is slid down far enough to check the pitch numerals. Remember: the cues for the drill are given in base forms, many of which need to be altered. The numerals below the cue reflect correct pitches after the base forms have been altered.

Drill 25. Review. Perform all necessary tonal changes.

	A	B
1.	à ká dí 2 2 2	It is nice.
2.	à nàrá 2 2 2	It has come.
3.	à yé yàn 2 1 3	It is here.
4.	sà` lú 2-1 3	snakes
5.	à bìla yàn 2 2 2-1 3	Leave it there.
6.	à yé mín 2 2 2	Where is it?
7.	àlúlá bón` 2 2 2 1-3	their house
8.	ḿ bólo` ró 1 1 1 3	in my hand
9.	à dí màlo` fére 2 1 3 2 4 4	He will sell rice.
10.	án` yé jí` ró 1 3 2 4	We are in the water.
11.	à yé tá` lá 2 2 1 3	It is on the fire.
12.	à mán dí 2 2 2	It is not good.

13. mùso`nàrá
2 1 3 3 — The woman has come.

14. àlá bón`lá
2 2 1 3 — in his house

15. ḿ bémba
1 1 1 — my grandfather

16. kɔ̀nɔ`fùará
2 1 33 3 — The bird died.

17. dén`ká kɛ́ndɛ
1 3 3 3 — The child is well.

18. à dén`ká kɛ́ndɛ
2 1 3 3 3 — Her child is well.

19. tàna té
2 2 2 — 'no trouble'

20. àlú bɔ́rá
2 2 2 2 — They went out.

21. mùso`kà à ké
2 1 3 3 3 — The woman did it.

22. kɛ̀`bárá wá
2-1 3 3 3 — The man has gone.

23. à kà nà yàn
2 2 2-1 3 — He came here.

24. bà`lá tĩ̂
2-1 2 4-3-5 — the goat's owner

25. à mán nyìn
2 1 3 — It is not good.

26. kɛ̀`má wá
2-1 3 3 — The man did not go.

27. à wárá
2 2 2 — He went.

28. àlú má bɔ́
2 2 2 2 — They did not leave.

29. à bìla yèn
2 2 2-1 3 — Leave it there.

30. bàmba`lú ká jú
2 1 3 3 3 — Crocodiles are bad.

31.	bàmba` lú mán nyìn 2 1 3 2 4	Crocodiles are not good.
32.	bútɛli`kónɔ 1 1 1 3 3	in the bottle
33.	à té tá` lá 2 2 1 3	It is not on the fire.
34.	à yé wálá 2 2 2 2	He is coming.
35.	dàla` ró 2 1 3	in the lake
36.	mùru` lú lá 2 1 3 3	with knives
37.	à té bón` lɔ́ lá 2 2 1 3 3	He is not building a house.
38.	dén` mán kɛ́ndɛ 1 3 3 3	The child is not well.
39.	àlú bón` dɔ́lúlá 2 2 1 3 3 3	on some of their houses
40.	mùso` yé mín 2 1 3 3	Where is the woman?

CHAPTER THREE
THE TONES OF NOMINAL COMPOUNDS

I. Introduction

A variety of constituents can be nominalized into what is called here a nominal compound. Although these constructions come from a variety of syntactic sources, they all exhibit the same tonal pattern. This explanation deals only with the tonal nature of compounds; the syntactic and semantic explanations are to be found elsewhere.

If the nominal is composed of more than one morpheme, the tonal domain of the first morpheme is extended over the entire nominal as far as the specific determiner.

```
| H  | L  |H|    |    H    |L|
/nɔ́nɔ kùmu `/ > /nɔnɔ kumu `/  'buttermilk'

| H  | L|L|    |   H   |L|
/fén tì `/ > /fen ti `/  'owner of a thing'

| H  | H  |  L  | H |L|    |        H        |L|
/fédɛ dén gbàsi dén `/ > /fɛdɛ den gbasi den `/  'brick mold'

| L  | H| L|L|    |    L     |L|
/bìro lá mɔ̀ `/ > /biro la mɔ `/  'office worker'

| L  | H   | H| H |L|    |        L       |L|
/kùn kɔ́rɔ lá fén `/ > /kun kɔrɔ la fen `/  'pillow'

| L  | H| H|L|    |    L     |L|
/fùle fɔ́ lá `/ > /fule fɔ la `/  'flute player'

| L  | L|  H  | L|L|    |        L        |L|
/mòro fà múnku tì `/ > /moro fa munku ti `/  'gun powder owner'
```

When the nominal is low and composed of more than one word, a high tone unit is added to the last word before the specific determiner or any other low tone that might follow the nominal.

```
|   L    | H|L|
/biro la mɔ `/

|    L       | H |L|
/kun kɔrɔ la fen `/

|   L    | H|L|
/fule fɔ la `/

|      L       | H|L|
/moro fa munku ti `/
```

Nominal compounds may be composed of two or more morphemes which represent a variety of grammatical categories. All noun compounds are dominated by a single tone regardless of the inherent tones the constituent morphemes have in their base forms. The tone dominating the first morpheme in the compound is expanded up to but not including the determiner.

The different types of nominal compounds are described and illustrated below showing first the high and low tones of the base forms and then the highs and lows of the compound. The determiner is not present in these examples although it would normally be used if the nominal were in a sentence. In compounds of this type, the first noun specifies what type or variety the referent of the second noun is. The second noun is the 'head' of the nominal compound.

nyá jí	$nya^H\ ji^H$	tears (eye water)
bón tì	$bon^H\ ti^H$	proprietor (house owner)
bá dá	$ba^H\ da^H$	river bank (river entrance)
kán kíli	$kan^H\ ki^H li^H$	adam's apple (throat ovoid)
bà dén	$ba^L\ den^L$	kid (goat offspring)
bólo kán	$bo^H lo^H\ kan^H$	wrist (hand neck)
bònbo sí	$bon^L bo^L\ si^L$	beard (chin hair)
bára mùso	$ba^H ra^H\ mu^H so^H$	favorite wife (homeground woman)

II. Noun + Noun + Noun

Compounds of this type are not as common as those with two nouns. /nɛ̀ jùlu bón/ > /$ne^L\ ju^L lu^L\ bon^L$/ 'telegraph office (iron rope house)', /mòro fà múnku/ > /$mo^L ro^L\ fa^L\ mun^L ku^L$/ 'gun powder (death kill powder)'. Longer compounds of nouns can be formed by adding /tì/ 'owner', /fén/ 'thing' and some other forms. /nɛ̀ jùlu bón fén/ > /$ne^L\ ju^L lu^L\ bon^L\ fen^L$/ 'telegraph office thing (anything related to the telegraph office or its operation)', /nɛ̀ jùlu bón fén tì / > /$ne^L\ ju^L lu^L\ bon^L\ fen^L\ ti^L$/ 'the owner of something related to the telegraph office'.

III. Other Nominal Compounds

A subclass of adjectives appears in noun compounds. The noun is the 'head' of the compound, and the adjective follows the noun. Any further inflection follows the adjective. The extension of the domain of the first tone to dominate all of the morphemes in the compound is characteristic of Noun + Adjective compounds.

bón bá	$bon^H\ ba^H$	big house
kɛ̀ fànka	$ke^L\ fan^L ka^L$	strong man
nìsi fín	$ni^L si^L\ fin^L$	black cow
fànin kàra	$fa^L nin^L\ ka^L ra^L$	indigo cloth
dén kɛ̀	$den^H\ ke^H$	male child
dén mùso	$den^H\ mu^H so^H$	female child
fíra kéndɛ	$fi^H ra^H\ ken^H de^H$	green leaf
nɔ́nɔ kéndɛ	$no^H no^H\ ken^H de^H$	fresh milk
móbili kúra	$mo^H bi^H li^H\ ku^H ra^H$	new car
mùsɔ kɔ́rɔ	$mu^L so^L\ ko^L ro^L$	old woman
wùlu nyúma	$wu^L lu^L\ nyu^L ma^L$	good dog
wùlu wúlen	$wu^L lu^L\ wu^L len^L$	red dog

Only the adjectives /bá/ 'big' and /nín/ 'small' may occur after another adjective, e.g. /móbili kúra bá/ > /$mo^H bi^H li^H\ ku^H ra^H\ ba^H$/ 'big new car'. Adjectives can of course be attached to a noun compound consisting of any number of nouns, e.g. /nɛ̀ yùlu bón kɔ́rɔ bá/ > /$ne^L\ yu^L lu^L\ bon^L\ ko^L ro^L\ ba^L$/ 'big old telegraph office'.

A transitive verb and its direct object may be nominalized by deleting the specific determiner from the object and expanding the first tonal domain to dominate the entire compound. /nìsi fâ/ > /ni^{L}si^{L} fa^{L}/ 'cow killing', /tɛ̀li lá/ > /tɛ^{L}li^{L} la^{L}/ 'story telling', /kúlun bɔ́/ > /ku^{H}lun^{H} bɔ^{H}/ 'canoe launching'. There is no indication of tense or aspect on the verb. As with other compounds, the specific determiner may follow the last morpheme in the compound.

The forms /tùma/ 'time', /día/ 'place', and /kó/ 'business about, situation' may follow the verb in noun and transitive verb compounds.

mùdu bɔ́ tùma	mu^{L}du^{L} bɔ^{L} tu^{L}ma^{L}	tax paying time
mùdu bɔ́ día	mu^{L}du^{L} bɔ^{L} di^{L}a^{L}	tax paying place
mùdu bɔ́ kɔ́	mu^{L}du^{L} bɔ^{L} kɔ^{L}	tax paying affair

Numerous other constructions acquire this tonal pattern. These will be introduced separately below.

Drill 26. The Tone of Nominal Compounds.

Give the following nominal compounds their proper tones. There is a specific determiner after each compound. In this exercise, the low tone of the determiner should be assimilated to the nominal. Here is the process for converting base forms to the proper nominal compound pitches. Accents mark the tones of the base forms which are altered to the proper pitches. Numerals below the base forms indicate the proper pitches. Tones are converted to pitches in steps A through F:

A.	bìro-lá-mɔ̀	Given
B.	bìro-la-mɔ̀	Erase all tones except the tone of the first word in the compound and the determiner.
C.	bìrò-là-mɔ̀	Copy the remaining tone (or extend the domain of the remaining tone) to the rest of the compound.
D.	bìrò-là-mɔ́	Raise the last low tone of the last word before the determiner.
E.	bìrò-là-mɔ̌	The low tone of the determiner merges with the high tone of the last word.
F.	biro-la-mɔ	
	2 2 2 1-3	Convert tone to pitches.

The first step in doing this drill is to master the tones of the base forms of the constituents of the compounds. For this purpose, the base tone of each word is marked; the numerals below the compound mark the correct pitch. By covering the pitch numerals and translation with a card, you can practice converting the base form tones to pitches. Slide the card down to expose the pitch numerals.

	A	B
1.	bón-bá̀	
	1 1-3	the big house
2.	bón-lɔ̀	
	1 1-3	house building
3.	nìsi-túlù	
	2 2 1 1-3	butter (cow oil)
4.	bàmba-dá̀	
	2 2 1-3	crocodile mouth

5.	ànglε-kán` 2 2 1-3	English language
6.	bá-dá` 1 1-3	river bank
7.	bàra-júl` 2 2 1 1-3	umbilicus (navel rope)
8.	bésε-yá` 1 1 1-3	neatness
9.	bín-bɔ́` 1 1-3	weeding
10.	dá-gbòlo` 1 1 1-3	lip
11.	dá-kàla` 1 1 1-3	bill of bird
12.	bá-jí` 1 1-3	river water
13.	bón-tì` 1 1-3	home owner
14.	bón-tf` 1 1-3	straw for a roof
15.	bà-dén` 2 1-3	kid
16.	bòro-mán` 2 2 1-3	swampy
17.	dá-jí` 1 1-3	spittle
18.	bàn-jí` 2 1-3	palm wine
19.	dá-lá-tún` 1 1 1-3	lid
20.	bìro-lá-mɔ̀` 2 2 2 1-3	office worker
21.	bànku-dà` 2 2 1-3	clay bowl
22.	dàfε-bón` 2 2 1-3	house next door

23.	dàla-ró-jɛ̀ 2 2 2 1-3	fish in a pond
24.	bólo-kán` 1 1 1-3	wrist
25.	dén-kɛ̀ 1 1-3	male child
26.	dém-mùso` 1 1 1-3	girl child
27.	dènka-sèn` 2 2 1-3	hole digging
28.	bòmbo-sí` 2 2 1-3	beard
29.	dònso-yá-kála` 2 2 2 1 1-3	hunting bow
30.	dòn-día` 2 13	dancing place
31.	sám-fɛ̀rɛn` 1 1 1-3	lightning
32.	fòto-tà-lá` 2 2 2 1-3	photographer
33.	fùle-fó-lá` 2 2 2 1-3	flutist
34.	kàram-mɔ̀` 2 2 1-3	teacher
35.	kàran-dén-yá` 2 2 2 1-3	student-hood
36.	kàso-lá-bìla` 2 2 2 1 1-3	imprisonment
37.	kɛ̀lɛ-mànsa` 2 2 1 1-3	chief warrior
38.	kòlon-kàla` 2 2 1 1-3	mortar
39.	kɔ̀-jí` 2 1-3	ocean
40.	kùru-mɛ̀sɛn` 2 2 1 1-3	pebble

41. lí-kìsɛ̀
1 1 1-3 bee

42. lú-tì
1 1-3 head of household

43. màlo-kìsɛ̀
2 2 1 1-3 grain of rice

44. mìm-fén
2 1-3 a drink

45. mɔ̀-mɛ̀sɛn
2 1 1-3 petty person

46. mùso-síya-mán-fúru
2 2 2 2 2 1 1-3 polygyny

47. nàfulu-sùnya-lá
2 2 2 2 2 1-3 robber

48. nànsara-dù
2 2 2 1-3 Europe

49. nɛ̀-kúlun-lá-bòri-lá
2 2 2 2 2 2 1-3 engineer

50. nɛ̀-jùlu-bón-tì
2 2 2 2 1-3 telegraph operator

51. nɔ́nɔ-sìnyɔ-nín
1 1 1 1 1-3 buttermilk

52. nyá-fɛ̂-bìla
1 1 1 1-3 guide

53. sáraka-sà
1 1 1 1-3 sacrificial sheep

54. sàmbara-kɔ́rɔ-gbòlo
2 2 2 2 2 1 1-3 shoe sole

55. sèn-gbòlo
2 1 1-3 skin of the foot

56. sɛ̀nɛ-ké-màsini
2 2 2 1 1 1-3 tractor

57. sì-dén-nín
2 2 1-3 buffalo calf

58. sìsɛ-kíli
2 2 1 1-3 chicken egg

59. só-yɛ̀lɛ-mán`
1 1 1 1-3 migration to the city

60. sɔ̀m-bólo-lá-míra-lá`
2 2 2 2 2 2 1-3 receiver of stolen goods

61. sù-bán-ná-tɛ̀li-lá`
2 2 2 2 2 1-3 all night story telling

62. tá-fɛ̀rɛn`
1 1 1-3 fire sparks

63. tá-jí`
1 1-3 gasoline

64. tɛ̀li-dɔ̀n-kɔ̀li`
2 2 2 1 1-3 ballad

65. tɔ̀-kɔ́ro-míra-mùso`
2 2 2 2 2 1 1-3 midwife

66. tòdi-dén-nín
2 2 2 1-3 baby toad

67. wà-rɔ́-sɔ̀la`
2 2 1 1-3 forest monkey

68. wùya-fɔ́-lá`
2 2 2 1-3 liar

69. jàmba-sɔ̀si`
2 2 1 1-3 tobacco smoke

70. jùsu-mán-bɔ́`
2 2 2 1-3 nervous person

71. bá-rɔ́-kò
1 1 1-3 swimming

72. bá-jí`
1 1-3 river water

73. bà-mùso`
2 1 1-3 nanny goat

74. bàla-yólo-mán`
2 2 2 2 1-3 porcupine quill

75. fém-fín`
1 1-3 black thing

76. fém-fɛ́n`
1 1-3 anything

77. bón-wùlen`
1 1 1-3 red house

78. wùlu-wùlen`
2 2 1 1-3 red dog

Drill 27. The Tone of Nominal Compounds.

In this drill, determine the tone of non-final nominal compounds. In this case the specific determiner does not dissimilate. More locative postpositions will be dealt with in a separate section. The tone marks are the base form tones. The numerals are the correct pitches.

	A	B
Example	jàmba-sìsi` ró 2 2 1 1 3	in the tobacco smoke
1.	bón-lɔ̀` lá 1 1 3	at house building
2.	bá-jí` mà 1 1 3	on the river water
3.	bón-tì` fɛ̀ 1 1 3	near the house owner
4.	bín-bɔ́` lá 1 1 3	at weeding
5.	dá-gbɔ̀lo` kɔ́rɔ 1 1 1 3 3	under the lip
6.	bìro-lá-mɔ̀` lá 2 2 2 1 3	at the office worker
7.	dènka-sèn` ná 2 2 1 3	at hole digging
8.	dònso-ya-kála` lá 2 2 2 1 1 3	with the hunting bow
9.	kɛ̀lɛ-mànsa` fɛ̀ 2 2 1 1 3	near the war chief
10.	kùru-mɛ̀sɛn` kɔ́rɔ 2 2 1 1 3 3	under the pebble

Although this does not exhaust the possible tonal sequences and changes in the language, if the student has mastered the operations drilled above, what follows will be easily learned.

CHAPTER FOUR
THE NOUN PHRASE

I. Introduction

The noun phrase is a very important part of any utterance in Maninkakan. It may be as simple as the single pronoun /à/ 'he, she, it' or more complex than /ń lá wà rɔ̀ sílá à nì ń bémbá lá wùlù kɔ̀rɔ̀ bá náánin/ 'My forest monkey and my grandfather's four big old dogs...'. The personal pronouns vary very little and in no case do they change their shape in relation to 'case' or any other grammatical category. The alternate forms are phonological variants.

	Singular	Plural
First	ń	án`
Second	í	álú
Third	à	àlú

These forms are the personal pronouns used as subjects, objects and possessors. The /lú/ of the second and third person plural is identical to the /lú/ which is the plural marker of nouns. The form /án`/ requires special comment because of its tonal peculiarities. An alternate form /ánù/ probably accounts for the low tone which always follows /án/. It might be possible that this form comes from /án lú/ but this explanation does not account for the low tone at the end of /ánù/ since /lú/ is high. Both /ń/ and /án`/ vary allophonically, [ń, ńy, m̀, ŋ̀] and [án`, àny`, àm̀, áŋ̀]. The emphatic marker /le/ may also be suffixed to the pronouns with characteristic phonological changes.

ń lé	> ńné	án` lé	> án`né
í lé	> ílé	álú lé	> álúlé
à lé	> àlé	àlú lé	> àlùlé

A type of phonological contraction which occurs with some frequency is found with /àlúlé, àlùlé, àlùlá, álúlá/ (/lá/ is a locative suffix). The tongue often remains in the position of [l] throughout [lul]. The vowel articulation continues and the airstream exits through the lateral openings present for the articulation of [l].

II. Nouns

There are three primary subclasses of common nouns. Most of the individual members of these subclasses can be identified semantically but there are also structural indicators present in every case. The structural indicators used to determine subclass membership are (1) the presence or absence of the specific determiner and (2) the type of link the nominal has with its possessor, i.e. alienable or inalienable.

III. Kinship Terms

Kin terms which take the specific determiner are unmarked for gender and refer mainly to children and others subordinate to Ego. Examples given below are preceded by the first person singular possessive pronoun /ń, m̀, or ŋ̀/. Many of the terms are descriptive compounds composed of

combinations of /kɔ̀rɔ/ 'elder', /dɔ́/'younger', /kɛ̀/ 'male', /mùso/ 'female, woman', /ná/ 'mother' and /fà/ 'father'. In compounds /kɛ̀/ means 'male'; without the specific determiner it means 'husband' (inalienable) and with the determiner, it is 'man' (alienable).

ḿ bídan`	junior in-law
ḿ màma-dén`	grandmother-child, grandchild
ń dɔ́`	younger sibling, brother, sister and cousin
ŋ́ kɔ̀rɔ`	elder sibling, brother, sister and cousin
ń dén`	child

Another term which is obviously inherently feminine is also used with the specific determiner.

ḿ mùso`	wife, woman

The other kin terms either have inherent gender or are marked by /kɛ̀/ 'male' or /mùso/ 'female'. Those with inherent gender (in addition to /mùso/ 'wife') are:

Feminine	
téné	aunt
bóri	maternal uncle
má	grandmother
màma	grandmother
ná	mother
Masculine	
kɛ̀	husband
fà	father
bémba	grandfather

The following terms are compounds composed of the first six terms above plus appropriate gender distinctions /kɛ̀/ or /mùso/. The specific determiner is not normally used with these terms.

ń déŋ-kɛ	male child
ń dém-muso	female child
ḿ bídam-muso	younger brother's wife
ḿ bídaŋ-kɛ	younger sister's husband
ŋ́ kɔ̀rɔ-kɛ	elder male sibling
ŋ́ kɔ̀rɔ-muso	elder female sibling
ń dɔ́-kɛ	younger male sibling
ń dɔ́-muso	younger female sibling

Some terms are inherently older or younger than Ego and others have relative age indicated by /dɔ́/ 'younger' and /kɔ̀dɔ/ 'elder'. The terms which are inherently older or younger than Ego are listed here.

Older	
bémba	grandfather
kɔ̀rɔ	elder sibling
ná	mother
fà	father
má	grandmother
bòmba	elder brother
Younger	
dɔ́	younger sibling

Two monosyllabic kin terms display complicated tonal behavior. The words /má/ 'grandmother' and /ná/ 'mother' are usually high in tone. When they are possessed, they can be preceded by a low tone, i.e. /`má/ and /`ná/ with no change in meaning. This suggests the loss of an initial syllable (except its tone) and the presence of the alternate term /màmá/ 'grandmother' make this suggestion plausible. No such evidence is found for /`ná/, however.

IV. Alienable and Inalienable

Another type of noun is often called the inalienable noun. The specific determiner (a low tone) occurs after these nouns except where the grammar requires that it should not. The possessive noun or pronoun immediately precedes the noun being possessed. Most of these nouns can be readily identified semantically by the fact that they are body parts. The following examples, while not exhaustive, illustrate the variety of inalienable nouns. The examples are given both in phonemic and phonetic transcription although allophonic palatalization, nasalization and rounding have not been indicated.

ń bàra`	[m^1 ba^3 ra^{2-4}]	my navel
ń bára`	[m^1 ba^1 ra^{1-3}]	my homeground
à bólo`	[a^2 bo^1 lo^{1-3}]	his hand
ń fà bòmbo`	[m^1 fa^3 bom^3 bo^{2-4}]	my father's chin
ń dá`	[n^1 da^{1-3}]	my mouth
ń fànka`	[m^1 $fa\eta^3$ ka^{2-4}]	my strength
à fàrí`	[a^2 fa^2 ri^{1-3}]	my flesh, body
í gbán`	[i^1 $gba\eta^{1-3}$]	your cheek
nìsi gbɛ̀len`	[ni^2 si^1 $gb\epsilon^3$ $le\eta^{2-4}$]	the cow's hind leg
ń gbòlo`	[η^1 gbo^3 lo^{2-4}]	my skin
ń kán`	[η^1 $ka\eta^{1-3}$]	my voice, language, guise, mood, neck, throat, thought, mind

The third subclass of nouns is the most common variety. These nouns take the specific determiner except in certain constructions and are possessed by a locative possessor or Noun Phrase, /lá/ in Maninka and /ká/ in Bambara. Thus /ń lá nìsi` / > [n^1 na^1 ni^3 si^{2-4}] 'my cow' or 'on me, the cow'.

A few examples of alienably possessed nouns are given in phonemic and phonetic transcription. The phonetic transcription exhibits few tonal changes, /à lá sɛ́nin` / > [$a^2$ $la^2$ $s\epsilon^1$ $nin^{1-3}$] 'his gold', /màns`a lá bón` / > [$man^2$ $sa^1$ $la^3$ $bon^{2-4}$] 'the chief's house', /àlú lá lànda` / > [a^2 lu^2 la^1 lan^3 da^{2-4}] 'their tradition'.

Some of the inalienable nouns which are body parts occur as alienable nouns. These body part names, when possessed inalienably, indicate that the speaker is referring to his own body part. When they are possessed alienably, it indicates that the speaker is referring to some other creature's body part. /ń kùn` / > [$\eta^1$ $ku\eta^{3-2-4}$] 'my (own) head', /ń lá kùn` / > [n^1 na^1 $ku\eta^{3-2-4}$] 'my head (that I own but not the one that is attached to me)'. It may sound rather ludicrous to discuss a limb, liver or head of some creature that you may or may not own, but it is grammatically correct and references to livers and so forth are not at all that rare in the market place.

A very few nouns can be used as kinship terms and alienable nouns, e.g., /dén/ 'child', /kɛ̀/ 'male', and /mùso/ 'female'. When one refers to one's own child, /dén/ is used as a kinship term, /ń dén/. When referring to the children of others, or any kind of offspring, /dén/ may occur without a possessor and with the specific determiner, /dén` / 'the offspring'. /kɛ̀/ meaning husband is a kinship term /ń kɛ̀/ 'my husband'. The word is also the word for man and can be treated like any other alienable noun, /à lá kɛ̀` / 'my man, the one that I own'. The word for woman may occur alienably, /mùso` / 'the woman' or inalienably, /ń mùso/ 'my wife'.

There are, then, three primary types of nouns. The special kinship terms, the inalienable nouns and the alienable nouns. All of the inalienable nouns can also be used as alienable nouns and various other nouns are found to be crosslisted among the three groups.

The specific determiner has been mentioned frequently above and the student is already proficient at making tonal changes associated with it.

The specific determiner in Maninka has a base form which is only a low tone. This tone does not always occur 'on a vowel'. In many cases the tonal rules of the language cause the determiner to affect tones around it, /bón` té yàn/ > [bon^{1} (3) te^{2} yaη^{4}] 'The (specific) house is not here.' The low tone is the stepping stone between the high of /bón/ and the high of /té/. In this case it is indicated by the numeral (3) so that the two-steps-down and one-step-up principle of tonal terracing can be seen. Without the determiner, /bón té yàn/ > [bon^{1} te^{1} yaη^{3}] 'There is no house here'. There is no low tone determiner between /bón/ and /té/, and /té/ is on the same pitch as /bón/ rather than being one step lower.

The specific determiner may or may not occur after the noun phrase before the negative copula /té/. In the sentence cited above /bón` té yàn/ might be paraphrased as 'The house that was here is not.' or 'The house that I mentioned is not here'. Paraphrasing the second sentence, /bón té yàn/: 'There is not any house here.' Certain kinship terms do not take the specific determiner and it is not found after the personal pronouns. When a noun phrase is cited specifically by a relative clause, the initial appearance of that noun phrase is not marked with the specific determiner.

/à yé bón lá bón` mén` ká nyìn/ > [a^{2} ye^{2} bon^{1} na^{3} bon^{2} mεn^{3} ka^{4} nyiη^{5}]
'He is in (the) house, the one which is good.'

The specific determiner occurs after virtually every other noun phrase in the language. The specific determiner will occur in all of the drills that follow.

Drill 28. Possession of Alienable Nouns.

Each drill segment lists a pronoun and an alienable noun. Possess the latter with the former and perform all tonal changes. The possessive suffix is /lá/, (/ká/ in Bambara and Dyula). The /l/ in /lá/ becomes /n/ after nasals: ń + lá > ńná, án` + lá > án`ná.

	A	B	C
Example	ń nìsi`		
		ńná nìsî 1 1 3 2-4	my cow
1.	à bón`		
		àlà bôn 2 2 1-3	his house
2.	àlú mùru`		
		àlùlá mùrû 2 2 1 3 2-4	their knife

3. à
nìsi`

àlá nìsî
2 1 3 2-4 her cow

4. í
nyɔ`

ílá nyɔ̌
1 1 3-2-4 your corn

5. ń
séran`

ńná sérân
1 1 1 1-3 my broom

6. álú
sí`

álúlá sî
1 1 1 1-3 your seed

7. án`
tá`

ánnà tâ
1 3 2-4 our fire

8. à
dàba`

àlá dàbâ
2 1 3 2-4 his hoe

9. í
tɛ̀li`

ílá tɛ̀lî
1 1 3 2-4 your tale

10. ń
sìsɛ`

ńná sìsɛ̂
1 1 3 2-4 my chicken

11. ń
sɔ̀`

ńná sɔ̌
1 1 3-2-4 my horse

12. à
bà`

àlá bǎ
2 1 3-2-4 his goat

13. àlú
bànàku`

àlùlá bànàkû
2 2 1 3 3 2-4 their casava

14. álú
fànin`

álúlá fànîn
1 1 1 3 2-4 your cloth

15. í
bón`

ílá bôn
1 1 1-3 your house

16. álú
bá`

álúlá bâ
1 1 1 1-3 your river

17. à
kìtabu`

àlá kìtábù
2 1 3 2 4 his book

18. àlú
lèmunu`

àlùlá lèmúnù
2 2 1 3 2 4 their lemon

19. án`
lí`

ànnà lî
1 3 2-4 our honey

20. í
màlo`

ílá màlô
1 1 3 2-4 your rice

21. í
jíri`

ílá jírî
1 1 1 1-3 your wood

22. ń
sènɛ`

ńná sènê
1 1 3 2-4 my field

23. í
sìla`

ílá sìlâ
1 1 3 2-4 your monkey

24. àlú
síla`

àlùlà sílâ
2 2 2 1 1-3 their road

25. à
sòbo`

àlá sòbô
2 1 3 2-4 his meat

Drill 29.
Possess these alienable compounds as above.

	A	B	C
1.	í bón-ba`	ílá bón-bâ 1 1 1 1-3	your big house
2.	à sì fen`	àlá sì-fên 2 1 3 2-4	his chair
3.	í sìsɛ-kili`	ílá sìsɛ̀-kílî 1 1 3 3 2 2-4	your hen's egg
4.	à jàmba-sisi`	àlá jàmbà-sísî 2 1 3 3 2 2-4	your tobacco smoke
5.	à sìsɛ-muso`	àlá sìsɛ̀-músô 2 1 3 3 2 2-4	his hen
6.	ń sɔ̀rɔn-sɛbɛ`	ńná sɔ̀rɔ̀n-sɛ́bɛ̂ 1 1 3 3 2 2-4	my birth certificate
7.	à tá-kala`	àlà tá-kálâ 2 2 1 1 1-3	his match
8.	àlú tá-ji`	àlùlà tá-jî 2 2 2 1 1-3	their gasoline
9.	ń mìn-fen`	ńná mìn-fên 1 1 3 2-4	my drink

10. àlú
nà-tuma`

àlùlá nà-túmâ
2 2 1 3 2 2-4 their time of arrival

11. í
sà-den`

ílá sà-dên
1 1 3 2-4 your lamb

12. ń
sò-kɛ`

ńná sò-kɛ̂
1 1 3 2-4 my stallion

Drill 30. Possession of Inalienable Nouns.
Possess the following inalienable nouns with the pronoun indicated. Remember that /lá/ is not used with inalienable nouns.

	A	B	C
Example	à kùn`		
		à kǔn 2 2-1-3	his head
1.	í dén`		
		í dên 1 1-3	your child
2.	ń kɔ́nɔ`		
		ń kɔ́nɔ̂ 1 1 1-3	my stomach
3.	à bólo`		
		à bólô 2 1 1-3	his hand
4.	ń dá`		
		ń dâ 1 1-3	my mouth
5.	í kɔ́`		
		í kô 1 1-3	your back
6.	à núń`		
		à nûn 2 1-3	his nose

7. í
tólo`

í tólô
1 1 1-3 your ear

8. ń
sèn`

ń sȅn
1 3-2-4 my foot

9. àlú
tá`

àlù tâ
2 2 1-3 their portion

10. án`
tɔ́`

án` tɔ̂
1 2-4 our name

Drill 31. Mixed Alienable and Inalienable Nouns.
Possess the following nouns as above.

	A	B	C
1.	í tá-kala`		
		ílá tá-kálâ 1 1 1 1 1-3	your match
2.	àlú tèli`		
		àlùlá tèlî 2 2 1 3 2-4	their story
3.	í kónɔ`		
		í kónɔ̂ 1 1 1-3	your stomach
4.	ń sà-den`		
		ńná sà-dên 1 1 3 2-4	my lamb
5.	í kùn`		
		í kȕn 1 3-2-4	your head
6.	à màlɔ`		
		àlá màlɔ̂ 2 1 3 2-4	his rice

7. án`
sòbo`

án`ná sòbô
1 2 3 2-4 our meat

8. à
sìsɛ-kili`

àlá sìsɛ̀-kílî
2 1 3 3 2 2-4 her hen's egg

9. ń
bólo`

ń bólô
1 1 1-3 my hand

10. àlú
dàba`

àlùlá dàbâ
2 2 1 3 2-4 their hoe

Nouns may also possess nouns. The possessor precedes the possessed noun and both forms take the specific determiner, e.g., /mànsa`mùso`/ 'the chief's wife, the wife of the chief'. When alienable nouns are possessed, the possessor takes the suffix /lá/, e.g., /mànsa`lá bón`/ > [man^{2}sa^{1}la^{3} bon$^{2-4}$] 'the chief's house.

Drill 32. Possessed Inalienable Nouns.

Form a construction in which the first noun listed possesses the second. Add the specific determiner where appropriate and perform all necessary tonal operations.

	A	B	C
Example	mùso bólo		
		mùsó`bólô 2 1 2 2-4	the woman's hand
1.	dén tɔ́		
		dén`tɔ̂ 1 2-4	the child's name
2.	mùso kùn		
		mùsó`kǔn 2 1 3-2-4	the woman's head
3.	nìsi tólo		
		nìsí`tólô 2 1 2 2-4	the cow's ear

4. kɛ̀
dá-si

kɛ̌ dá-sî
2-1 2 2-4 the man's moustache

5. bàmba
nyín

bàmbá nyîn
2 1 2-4 the crocodile's tooth

6. dén
sèn

dén sɛ̌n
1 3-2-4 the child's foot

7. nìsi
kónɔ

nìsí kónɔ̂
2 1 2 2-4 the cow's belly

8. mùso
núun

mùsó nûn
2 1 2-4 the woman's nose

9. bàmba
dá

bàmbá dâ
2 1 2-4 the crocodile's mouth

10. kɛ̀
tá

kɛ̌ tâ
2-1 2-4 the man's share

11. mùso
fàri

mùsó fàrî
2 1 3 2-4 the woman's skin

12. kɛ̀
kán

kɛ̌ kân
2-1 2-4 the man's voice

Drill 33.
Possess the second noun with the first. The second noun is alienable so the /lá/ suffix should be used on the first noun.

	A	B	C
1.	mànsa kúlun	mànsá`là kúlûn 2 1 3 2 2-4	the chief's canoe
2.	mùso bànaku	mùsó`lá bànàkû 2 1 2 4 4 3-5	the woman's casava
3.	kɛ̀ sébɛ	kɛ̂`là sébɛ̂ 2-1 3 2 2-4	the man's letter
4.	mùso bón	mùsó`là bôn 2 1 3 2-4	the woman's house
5.	mànsa sɔ̀	mànsá`lá sɔ̂ 2 1 2 4-3-5	the chief's house
6.	mùso sìsɛ	mùsó`lá sìsɛ̂ 2 1 2 4 3-5	the woman's chicken
7.	kɛ̀ mùru	kɛ̂`lá mùrû 2-1 2 4 3-5	the man's knife
8.	dén nìsi	dén`ná nìsî 1 2 4 3-5	the child's cow
9.	mùso nyɔ̀	mùsó`lá nyɔ̂ 2 1 2 4-3-5	the woman's corn
10.	kɛ̀ màlo	kɛ̂`lá màlô 2-1 2 4 3-5	the man's rice

V. The Plural Suffix

The plural marker is a suffix /lú/. It follows the specific determiner (`) and can be lowered through tonal dissimilation when preceded by a low tone, e.g. /mùso` lú/ > /mùsó` lù/ 'women'. /lú/ becomes /nú/ after /n/.*

Drill 34.

Form plural noun phrases out of the following. This is primarily a tonal drill. Perform all tonal alterations and add the plural marker which in every case in this drill will be low. The cues are not base forms.

	A	B	C
Examples	sò	sǒ` lù 2-1 3	horses
	àlà bôn	àlà bón` nù 2 2 1 3	his houses
1.	sìsê	sìsé` lù 2 1 3	chickens
2.	ńná sérân	ńná sérán-nù 1 1 1 1 3	my brooms
3.	nìsî	nìsí` lù 2 1 3	cows
4.	àlùlá mùrû	àlùlá mùrú` lù 2 2 1 3 2 4	their knives
5.	sî	sí` lù 1 3	seeds
6.	àlùlá dàbâ	àlùlá dàbá` lù 2 2 1 3 2 4	their hoes
7.	tèlî	tèlí` lù 2 1 3	stories

* See Long and Diomande, PS 18

8.	bǎ̂		
		bǎ̀ lù	
		2-1 3	goats
9.	bànàkû		
		bànàkú̀ lù	
		2 2 1 3	casavas
10.	bɔ̀rɔ̂		
		bɔ̀rɔ́̀ lù	
		2 1 3	bags
11.	sílâ		
		sílá̀ lù	
		1 1 3	roads
12.	sènɛ̂		
		sènɛ́̀ lù	
		2 1 3	fields
13.	sìlâ		
		sìlá̀ lù	
		2 1 3	monkeys
14.	kìtàbû		
		kìtàbú̀ lù	
		2 2 1 3	books
15.	jírî		
		jírí̀ lù	
		1 1 3	trees
16.	sìsɛ̀-músô		
		sìsɛ̀-músó̀ lù	
		2 2 1 1 3	hens
17.	lèmùnû		
		lèmùnú̀ lù	
		2 2 1 3	oranges
18.	tá-kálâ		
		tá-kálá̀ lù	
		1 1 1 3	matches
19.	sà-dên		
		sà-déǹ nù	
		2 1 3	lambs
20.	dên		
		déǹ nù	
		1 3	children

21.	kɔ̀nɔ̂	kɔ̀nɔ́ˋ lù 2 1 3	birds
22.	à nyîn	à nyínˋ nù 2 1 3	teeth
23.	tâ	táˋ lù 1 3	fires
24.	kúlûn	kúlúnˋ nù 1 1 3	canoes
25.	bàlâ	bàláˋ lù 2 1 3	procupines
26.	dénˋ ná nìsî	dénˋ ná nìsíˋ lù 1 2 4 3 5	the child's cows
27.	kɛ̌ˋ lá mùrû	kɛ̌ˋ lá mùrúˋ lù 2-1 2 4 3 5	the man's knives
28.	kɛ̌ˋ là móbílì	kɛ̌ˋ là móbílíˋ lù 2-1 3 2 2 2 4	the man's cars
29.	mànsáˋ là kúlûn	mànsáˋ là kúlúnˋ nù 2 1 3 2 2 4	the chief's canoes
30.	àlá sɛ̀nɛ̂	àlá sɛ̀nɛ́ˋ lù 2 1 3 2 4	his fields

VI. /dó/, Some or Any

The form /dó/, when added to a noun phrase, indicates 'some', '(just) any' or 'one, e.g. /mùsoˋ dó yé yàn/ 'Some woman is here.' The form /dó/ has been considered a non-specific determiner which is in complementary distribution with the specific determiner /ˋ/.* The suffix /dó/ follows the specific determiner, however, and it is the low tone of the specific determiner which causes /dó/ to dissimilate to low tone. Compare: /mùsoˋ dó yé yàn/ > [mu^{2}so^{1} do^{3} ye^{2} yaη^{4}] 'Some woman is here.' and /mùsoˋ dó kà à kɛ́/ > [mu^{2}so^{1} do^{2} ka^{4} a^{4} kɛ^{4}] 'Some woman did it.'

* See Long and Diomande, PS 24

The plural form /lú/ can be used after /dó/ (or /dó/). Here are the normal combinations of /lú/, /dó/ and the specific determiner (or the lack of it).

kɛ̀ té yèn	No man is there. (Man is not there.)
kɛ̌ᷓ̀ té yèn	The man is not there.
kɛ̌ᷓ̀ lù té yèn	The men are not there.
kɛ̌ᷓ̀ dò té yèn	Some man is not there.
kɛ̌ᷓ̀ dò lù té yèn	Some men are not there.

Drill 35. /dó/

Add /dó/ to the nominals in column A below to produce column B. Perform all tonal changes. The cues are base forms.

Drill 36. /dó/ and /lú/

Add /dó/ and /lú/ to the nominals in column A below to produce column C. The cues in column A are base forms.

	A	B	C
1.	kɛ̀	kɛ̌ᷓ̀ dò 2-1 3	kɛ̌ᷓ̀ dòlù 2-1 3 3
2.	àlá bóǹ	àlà bóǹ dò 2 2 1 3	àlà bóǹ dòlù 2 2 1 3 3
3.	àlá tá̀	àlà tá̀ dò 2 2 1 3	àlà tá̀ dòlù 2 2 1 3 3
4.	nìsì	nìsí̀ dò 2 1 3	nìsí̀ dòlù 2 1 3 3
5.	bá̀	bá̀ dò 1 3	bá̀ dòlù 1 3 3
6.	jírì	jírí̀ dò 1 1 3	jírí̀ dòlù 1 1 3 3
7.	sènɛ̀	sènɛ́̀ dò 2 1 3	sènɛ́̀ dòlù 2 1 3 3
8.	sòbò	sòbó̀ dò 2 1 3	sòbó̀ dòlù 2 1 3 3

VII. Numerals

The numeral follows the noun which is not marked for the plural, e.g. /nìsi fìla/ 'two cows'. The numerals 1-10 are /kélen/, /fìla/, /sába/, /náanin/, /lóolu/, /wɔ́ɔrɔn/, /wɔ̀rɔn fìla/, /sén/, /kɔ́nɔndɔ/, /tán/. The word for the numeral ten (/tán/ in Maninka-kan) served for many years to classify Mande languages into two groups, Mande-tan and Mande-fu, much in the same way that <u>satem</u> and <u>centum</u> (Avesta and Latin words for 'hundred') separated Eastern and Western Indo-European Languages. This classification of Mande languages has been supplanted in recent years by a system devised by Professor William Welmers.

In higher numbers, /bí/ means 'times ten', e.g. /bí sába/ 'thirty', /bí lóolu/ 'fifty'. The use of /kéme/ 'hundred' and /wá/ 'thousand' is illustrated in the list of sample numerals below.

tán àni kélen	eleven
mùan	twenty
bí wɔ̀rɔn fìla wɔ̀rɔn fìla	seventy-seven
kéme	one hundred
kéme àni lóolu	one hundred and five
kéme lóolu	five hundred
wá kélen	one thousand
wá kélen àni kélen	one thousand and one

The ordinal numerals are formed by adding the morpheme /ná/ to the last or only form of the cardinal numeral, e.g. /fìla ná/ 'second'. A separate morpheme /fɔ́lɔ/ 'first' is used in preference to /kélen ná/.

No special drills are provided for numerals. They will be used in other drills and in the narratives, however.

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* See Long and Diomande PS 26 and A 12 for numerals

CHAPTER FIVE
LOCATIVES AND POSTPOSITIONS

I. The Locative Phrase

The locative phrase is either a noun phrase plus a locative postposition (including pronoun plus postposition) or a 'prolocative' (i.e. a form that stands for a locative phrase) such as /yàn/ 'here', /yèn/ 'there' and /día/ 'place.

Except in the case of prolocatives, location is indicated by adding one of the locative postpositions to a noun phrase. Some of the most common locative postpositions are listed below. Learn them with their tones.

bólo	in hand, in the possession of
dá fɛ̀	near
kàn	directly upon, hard upon
kɔ́	behind
kɔ́mà	behind ('on the surface of the back of')
kɔ́nɔ	within
kɔ́rɔ	under
kùna	over ('on the top or head of' /kùn lá/)
lá	on or at
mà	on the surface of
dɔ́ ~ rɔ́*	in

Of these, /lá/ is the most general and means 'at'. One form of the question word for 'where' is /mùn lá/ 'where at?'. Typical responses to /à yé mùn lá/ 'Where is it?' illustrate the uses of the locative postpositions. The phonetic representation reflects the application of specific tonal rules to the phonetic material, but minor allophonic variations are not shown.

yí` yé bá` rɔ́	[yi^{1} ye^{3} ba^{2} rɔ^{4}]	The fish is in the river.
àlú yé lú` mà	[a^{2}lu^{2} ye^{2} lu^{1} ma^{3}]	They are in their compound (at home).
kɛ̀` lú yé tá` dáfɛ̀	[kɛ$^{2-1}$ lu^{3} ye^{3} ta^{2} da^{3}fɛ^{5}]	The men are near the fire.
mùso` yé bón` lá	[mu^{2}so^{1} ye^{3} bon^{2} na^{4}]	The woman is in the house.

A very special use of a postposition is to express the genitive. The only way to say 'I have X' in Maninka-kan is to say 'X is (at) my hand.' /nìsi gbòlo` yé ń bólo/ [ni$^{2}$si$^{2}$ gbo$^{1}$lo$^{1}$ ye$^{3}$ m$^{3}$ bo$^{3}$lo$^{3}$] 'I have (some) leather (cow skin). /bón` yé ń fà bólo/ [bon^{1} ye^{3} m^{3} fa^{4} bo^{4}lo^{4}] 'My father has a house.'

The form /yé/ (homophonous with /yé/ 'to be') is a postposition and its usage is identical to other postpositions. In some dialects, this form is /nyé/ which may be related to the body part term /nyá/ 'eye'. /à kà à kɛ́ à yé/ [a^{2} ka^{2} a^{2} ka^{1} a^{3} ye^{3}] 'He did it for him.' Other examples of the use of locatives are:

kɛ̀` yé sì` kàn	[kɛ$^{2-1}$ ye^{2} si$^{4-3}$ kaŋ^{5}]	The man is on the buffalo.
nìsi` yé jíri` kɔ́rɔ	[ni^{2}si^{1} ye^{3} ji^{2}ri^{2} kɔ^{4}rɔ^{4}]	The cow is under the tree.
dén nín` yé mùso` kɔ́mà	[den^{1} nin^{1} ye^{2} mu^{4}so^{3} kɔ^{4}ma^{6}]	The small child is on the woman's back.
à yé bón` kɔ́	[a^{2} ye^{2} boŋ^{1} kɔ^{3}]	It is behind the house.

* dɔ́ and rɔ́ are used almost interchangeably in this course.

In most Mande languages, the relationship between body part names and locative postpositions is quite clear. In Mende, for instance, we find /póòma/ 'behind' (/pó/ 'back' + /ma/ 'on' like Maninka /kómà/), /ngéya/ 'in hand, possession', /kòhú/ 'in the middle of' (/ko/ 'belly' + /hu/ 'in'), /nda/ 'at the mouth of' (from /nda/ 'mouth'). There are numerous locatives in addition to those listed here.*

The locative copula is /yé/ with a negative of /té/. The form /yé/ is affirmative and may indicate that a locative phrase is to follow. There are other uses of /yé/ that are dealt with below. The negative of /yé/, /té/ is one of the few verbs that will accept a subject with the non-specific determiner (with the specific determiner low tone omitted). e.g. /nìsi gbòlo té ń bólo/ > [ni^{2}si^{2} gbo^{1}lo^{1} te^{3} m^{3} bo^{3}lo^{3}] 'I have no leather.' /yé/ is dealt with further in Chapter Seven.

II. The Use of the Locative Phrase

A locative phrase is used to specify the location of a noun phrase in three ways.

1. NP + yé + Loc P.
   /mùso`yé bón`lá/ 'The woman is in the house.' The noun phrase appears first and is connected to the locative phrase by the copula /yé/ (negative /té/). This is the simplest way to specify the location of a noun.
2. NP + Aux (+NP) + VP + Rel.
   The location of a noun phrase may be expressed in a relative clause. In this case, the first time the noun phrase is mentioned, it takes the non-specific determiner.
   /mùso kà màlo`tú, mùso`mén`tèré yé bón`lá/ '(The) woman pounded the rice, the woman, the one who was in the house.'
   /mùso`kà màlo tú, màlo`mén`tèré yé kòlon kála`rɔ́/ 'The woman pounded rice, the rice, that which was in the mortar.'
3. Loc P + NP. . .
   In this construction, the locative phrase is placed directly before the noun phrase whose location is to be specified. Tonally, this construction is like a nominal compound and any specific determiner which may have been a part of the locative phrase is deleted. Locative phrases which contain a noun phrase which is a pronoun may not be placed in front of a noun in this manner. /mùso`yé bón`lá/ 'The woman is in the house.' and /mùso`ká kéndɛ/ 'The woman is well.' can be joined thusly /bón lá mùso`ká kéndɛ/ which with the application of the proper tonal rules yields [bon^{1} na^{1} mu^{1}so^{1} ka^{3} kɛn^{3}dɛ^{3}] 'The in-the-house woman is well.' This construction is subject to some semantic restrictions. It serves the special purpose of indicating type or kind. For instance /bìro lá mɔ̀/ 'the in-the-office person (the office worker)' does not state a specific location of a person, but rather a place where the person frequents. It can also be used to indicate semantic contrasts based essentially on location.

/bìro lá mɔ̀/ indicates a special group of people who frequent offices. This is an acceptable use because not all people are office workers. The

* See Long and Diomande PS 30 and A 5-8

construction cannot be used, however, to simply indicate location without specifying some type of contrast, i.e. /kè`kà jíri lá kɔ̀nɔ̀`fùa/ does not mean simply 'The man killed the bird in the tree.' where only the location of the bird is meant to be indicated.

In addition to /bìro lá mɔ̀`/ there are other more or less fixed expressions of a locative phrase plus a nominal. The phonetic representation shows the effects of tonal rules in the following examples.

bá rɔ́ kɔ̀`	[ba^{1} rɔ^{1} ko$^{1-3}$]	swimming, in the river bathing
bólo lá nɛ̀`	[bo^{1}lo^{1} la^{1} nɛ$^{1-3}$]	bracelet, on the arm metal
bólo lá día`	[bo^{1}lo^{1} la^{1} di^{1}a$^{1-3}$]	dexterity, in the hand skill
bón kɔ́rɔ mɔ̀`	[boŋ^{1} kɔ^{1}rɔ^{1} mɔ$^{1-3}$]	house dweller, under the house person
bònda lá mɔ̀`	[bon^{2}da^{2} la^{2} mɔ$^{1-3}$]	peasant, at the village person
dá lá yú`	[da^{1} la^{1} yu$^{1-3}$]	insolent person, on the mouth evil
dá lá túŋ`	[da^{1} la^{1} tuŋ$^{1-3}$]	lid, on the mouth closure
dàla rɔ́ jɛ́`	[da^{2}la^{2} rɔ^{2} jɛ$^{1-3}$]	impounded fish, in the lake fish
kán lá kɔ́nɔ`	[kan^{1} na^{1} kɔ^{1}nɔ$^{1-3}$]	necklace, on the neck beads
kè kɔ́rɔ sì`	[kɛ^{2} kɔ^{2}rɔ^{2} si$^{1-3}$]	marriage, under the man sitting (to be dominated or ruled by a man)
kɔ́nɔ rɔ́ fìli`	[kɔ^{1}nɔ^{1} rɔ^{1} fi^{1}li$^{1-3}$]	butterflies in the stomach,
kɔ́nɔ rɔ́ yú`	[kɔ^{1}nɔ^{1} rɔ^{1} yu$^{1-3}$]	in the stomach discomfort dishonesty,
kùn lá día`	[kun^{2} na^{2} di^{1}a$^{1-3}$]	in the stomach evil luck,
kànban kɔ́rɔ lá`	[kam^{2}baŋ^{2} kɔ^{2}rɔ^{2} la$^{1-3}$]	in the head skill armpit,
ní má kára`	[ni^{1} ma^{1} ka^{1}ra$^{1-3}$]	under the shoulder place anguish,
nún kɔ́rɔ sì`	[nuŋ^{1} kɔ^{1}rɔ^{1} si$^{1-3}$]	on the soul sorrow moustache,
nyá kɔ́rɔ dá`	[nya^{1} kɔ^{1}rɔ^{1} da$^{1-3}$]	under the nose hair face,
sán má kúlun`	[sam^{1} ma^{1} ku^{1}luŋ$^{1-3}$]	under the eye opening airplane,
sán kán só`	[saŋ^{1} kan^{1} so$^{1-3}$]	on the sky canoe multi story building,
sanbàra kɔ́rɔ gbòlo`	[sam^{2}ba^{2}ra^{2} kɔ^{2}rɔ^{2} gbo^{1}lo$^{1-3}$]	on the sky house sole,
tòlo lá fén`	[to^{1}lo^{1} la^{1} feŋ$^{1-3}$]	under the shoe leather earring,
tú kɔ́rɔ mɔ̀`	[tu^{1} kɔ^{1}rɔ^{1} mɔ$^{1-3}$]	on the ear thing bush dweller,
dù má fén`	[du^{2} ma^{2} feŋ$^{1-3}$]	under the forest person snake, on the ground thing

Drills on this type of locative will be presented later.

Drill 37. Locatives

Insert the locative phrase into the frame /à yé _____/. The cues will be a noun and a postposition. Put the specific determiner on the noun and perform all tonal changes.

	A	B	C
Example	bón lá	à yè bón` nà 2 2 1 3	He is in the house.
1.	jíri lá	à yè jírí` là 2 2 1 1 3	It is in the tree.
2.	bón lá	à yè bón` nà 2 2 1 3	He is in the house.
3.	kàso lá	à yé kàsó` là 2 1 3 2 4	He is in prison.
4.	kúlun lá	à yè kúlún` nà 2 2 1 1 3	He is in the canoe.
5.	kùru lá	à yé kùrú` là 2 1 3 2 4	He is at city hall.
6.	ɲú mà	à yè lú` mà 2 2 1 3	He is at home.
7.	sán mà	à yè sám` mà 2 2 1 3	It is in the sky.
8.	jíri kɔ́rɔ	à yè jírí` kɔ̀rɔ̀ 2 2 1 1 3 3	It is under the tree.

9. só
kɔ́nɔ

à yè sɔ́ kɔ̀nɔ̀
2 2 1 3 3 He is in town.

10. sènɛ
rɔ́

à yé sènɛ́ rɔ̀
2 1 3 2 4 She is in the field.

11. tá
kɔ́rɔ

à yè tá kɔ̀rɔ̀
2 2 1 3 3 It is under the fire.

12. jí
rɔ́

à yè jí rɔ̀
2 2 1 3 It is in the water.

13. dù
kàn

à yé dǔ kàn
2 1 3-2 4 It is on the ground.

14. jí
mà

à yè jí mà
2 2 1 3 It is on the water.

Drill 38.

Add the specified postposition to each of the following noun phrases. The cues will be given with base form tone marked. Perform all tonal changes to arrive at the locative phrases. The translations are only approximate.

	A	B	C
Example	wùlu-bá mà		
		wùlù-bá mà 2 2 1 3	on the big dog
1.	álú mà		
		álúmà 1 1 3	on you
2.	ń lá		
		ńná 1 1	on me

3. tá
   lá

   tá` là
   1 3 — on the fire

4. gbòlo
   mà

   gbòló` mà
   2 1 3 — on the skin

5. sà
   kóro

   sǎ` kòrò
   2-1 3 3 — under the snake

6. jíri
   ró

   jírí` rò
   1 1 3 — in the wood

7. nìsi
   kàn

   nìsí` kàn
   2 1 3 — on the cow

8. màlo
   ró

   màló` rò
   2 1 3 — in the rice

9. kòno
   kóno

   kònó` kònò
   2 1 3 3 — inside the bird

10. dàla
    ró

    dàlá` rò
    2 1 3 — in the lake

11. móbili
    kóro

    móbílí` kòrò
    1 1 1 3 3 — under the car

12. bòmbo-sí
    ró

    bòmbò-sí` rò
    2 2 1 3 — in the beard

13. bón-ba
    lá

    bómbá` là
    1 1 3 — at the big house

14. nɔ́nɔ
rɔ́

nɔ́nɔ́ˋrɔ̀
1 1 3 in the milk

15. nìsi-túlu
rɔ́

nìsi-túlúˋrɔ̀
2 2 1 1 3 in the butter

16. bá-dá
lá

bá-dáˋlà
1 1 3 at the mouth of the river

17. dá-kàla
rɔ́

dá-kálá ˋrɔ̀
1 1 1 3 in the beak

18. bón-tì
yé

bón-tíˋyè
1 1 3 for the home owner

19. bàn-jí
rɔ́

bàn-jíˋrɔ̀
2 1 3 in the palm wine

20. bànku-dà
kɔ́rɔ

bànkù-dáˋkɔ̀rɔ̀
2 2 1 3 3 under the clay bowl

21. kàram-mɔ̀
mà

kàràm-mɔ́ˋmà
2 2 1 3 to the teacher

22. mànsa
yé

mànsáˋyè
2 1 3 for the chief

23. lí-kìsɛ
kùna

lí-kísɛ́ˋkùnà
1 1 1 3 3 over the bee

24. bín
rɔ́

bínˋdɔ̀
1 3 in the grass

25. sènɛ̀ dólú
rɔ́

sènɛ́ dòlùrɔ̀
2 1 3 3 3 in some of the fields

26. nìsi lú
kɔ́

nìsí lúkɔ̀
2 1 2 4 behind the cows

27. kɛ̀ lú
mà

kɛ̂ lúmà
2-1 3 3 to the men

28. àlá sènɛ̀ lú
rɔ́

àlá sènɛ́ lùrɔ̀
2 1 3 2 4 4 in his fields

29. kɔ̀nɔ̀ lú
lá

kɔ̀nɔ́ lúlà
2 1 3 3 at the birds

30. à nyín lú
mà

à nyín númà
2 1 2 4 on his teeth

31. kúlun lú
kùna

kúlún núkùnà
1 1 2 4 4 above the canoes

32. síla lú
mà

síla lúmà
1 1 2 4 on the roads

33. tá-kàla lú
kóro

tá-kálá lùkɔ̀rɔ̀
1 1 1 3 3 3 under the matches

34. bón
kɔ́

bón kɔ̀
1 3 behind the house

35. kɛ̀ lá mùru
lá

kɛ̂ lá mùrú là
2-1 2 4 3 5 on the man's knife

36. mùsò`nún
mà

mùsó`núm`mà
2 1 2 4 on the woman's nose

37. kɛ̀`dá-sì
kɔ́rɔ

kɛ̌`dá-sí`kɔ̀rɔ̀
2-1 2 2 4 4 under the man's moustache

38. ḿ bólo`
rɔ́

ḿ bóló`rɔ̀
1 1 1 3 in my hand

39. dàba`
lá

dàbá`là
2 1 3 on the hoe

Drill 39.

The Maninka word for where is /mín/. In this drill, you will be asked where something is and given a suggested location. Answer the question with a locative sentence.

Contrastive tones are marked rather than base form tones. In some instances these tones will have to be further altered. This is a test of your knowledge of the tones of common words.

	A	B	C
Examples	mùsó`yè mìn bón`nà		
		mùsó`yè bón`nà 2 1 3 2 4	The woman is in the house.
	kɔ̀nɔ́`yè mìn jírí`là		
		kɔ̀nɔ́`yè jírí`là 2 1 3 2 2 4	The bird is in the tree.
1.	kɛ̌`yè mìn yèn		
		kɛ̌`yé yèn 2-1 2 4	The man is there.
2.	bàlá`yè mìn wǎ`rɔ̀		
		bàlá`yé wǎ`rɔ̀ 2 1 2 4-3 5	The porcupine is in the forest.
3.	nìsí`yè mìn sènɛ́`rɔ̀		
		nìsí`yé sènɛ́`rɔ̀ 2 1 2 4 3 5	The cow is in the field.

4. sìlá yè mìn
jírí là

sìlá yè jírí là
2 1 3 2 2 4 The monkey is in the tree.

5. dén yè mìn
kúlún dɔ̀

dén yè kúlún dɔ̀
1 3 2 2 4 The child is in the canoe.

6. màló yè mìn
ḿ bóló rɔ̀

màló yè ḿ bóló rɔ̀
2 1 3 2 2 2 4 The rice is in my hand.

7. kɛ̌ yè mìn
sɔ̌ kàn

kɛ̌ yé sɔ̌ kàn
2-1 2 4-3 5 The man is on the horse.

8. bón yè mìn
só kɔ̀nɔ̀

bón yè só kɔ̀nɔ̀
1 3 2 4 4 The house is in the town.

9. sìsɛ́ yè mìn
tá là

sìsɛ́ yè tá là
2 1 3 2 4 The chicken is on the fire.

10. ná yè mìn
màló mà

ná yé màló mà
1 2 4 3 5 The sauce is on the rice.

11. jɛ́ yè mìn
dàlá rɔ̀

jɛ́ yé dàlá rɔ̀
1 2 4 3 5 The fish is in the pond.

12. bàmbá yè mìn
bá rɔ̀

bàmbá yè bá rɔ̀
2 1 3 2 4 The crocodile is in the pond.

13. jírí yè mìn
dǔ mà

jírí yé dǔ mà
1 1 2 4-3 5 The tree is on the ground.

14. bǎ yè mìn
jírí là

bǎ yè jírí là
2-1 3 2 2 4 The goat is in the tree.

15. bɔ̀rɔ́ yè mìn
tàbàlí kàn

bɔ̀rɔ́ yé tàbàlí kàn
2 1 2 4 4 3 5 The bag is on the table.

16. kɔ̀nɔ́ yè mìn
sám mà

kɔ̀nɔ́ yè sám mà
2 1 3 2 4 The bird is in the sky.

17. jàbá yè mìn
ná rɔ̀

jàbá yè ná rɔ̀
2 1 3 2 4 The onion is in the sauce.

18. sɛ́bɛ́ yè mìn
yèn

sɛ́bɛ́ yé yèn
1 1 2 4 The letter is there.

19. jàrá yè mìn
yàn

jàrá yé yàn
2 1 2 4 The lion is here.

20. sâ yè mìn
bàrá kɔ̀nɔ̀

sâ yé bàrá kɔ̀nɔ̀
2-1 2 4 3 5 5 The snake is in the gourd.

21. dɔ̀lɔ́ yè mìn
bútɛ́lí kɔ̀nɔ̀

dɔ̀lɔ́ yè bútɛ́lí kɔ̀nɔ̀
2 1 3 2 2 2 4 4 The beer is in the bottle.

22. dòkú yè mìn
bá rɔ̀

dòkú yè bá rɔ̀
2 1 3 2 4 The duck is in the river.

23. í fà yè mìn (change pronoun)
só kɔ̀nɔ̀

ḿ fà yè só kɔ̀nɔ̀
1 3 3 2 4 4 My father is in town.

24. í mùsó yè mìn (change pronoun)
bón nà

ḿ mùsó yè bón nà
1 3 2 4 3 5 My wife is in the house.

25. í dén yè mìn (change pronoun)
kàràn-díyá

ń dén yé kàràn-díâ
1 1 2 4 4 33-5 My child is at school.

There are numerous other postpositions in Maninka-kan and other Mandingo dialects.

témà	between
fɛ̀	near (also indicates something which is wanted, see Chapter Eleven, VII.)
kànà	clothed in (kàn + lá)
kóto	behind

CHAPTER SIX
ADJECTIVES

I. Introduction

In most Mande languages the relationship between verbs and adjectives is quite close. This relationship is perhaps more clear in Mende than in Maninka. Rather than attempting to explain how adjectives relate to verbs in Maninka, adjectives will be treated like a separate part of speech.

An examination of existing grammatical writing concerning the various Mandingo dialects reveals that there are numerous restrictions as to which adjective may occur with which grammar particle. Unfortunately, there is but little agreement from grammar to grammar as to which adjectives share a given restriction with other adjectives. It is possible that many adjectives restricted in one dialect may be unrestricted in another.

Since this is an elementary course the most common and most widely agreed upon uses of each adjective will be presented for oral production purposes. The other constructions will be presented to be learned for comprehension only.

II. ká and mán

The forms /ká/ and /mán/ are the copulas used in sentences of the type:

Noun Phrase $\frac{\text{ká}}{\text{mán}}$ Adjective i.e. /à ká bòn/ It is 'big.'

The form /mán/ is the negative of /ká/. Both /ká/ and /mán/ are subject to tonal dissimilation and can cause tonal dissimilation in the proper tonal environments.

Drill 40. Adjectives with /ká/.

This drill is a tonal exercise and it introduces a variety of adjectives. Put the suggested adjective in the frame /à ká _____/. Perform all tonal changes.

A	B	C
1. bòn	à ká bòn 2 1 3	It is big.
2. dí	à kà dì 2 2 2	It is nice, sweet.
3. dɔ́	à kà dɔ̀ 2 2 2	It is small.
4. dùn	à ká dùn 2 1 3	It is deep.

5. fìsa

à ká fìsà
2 1 3 3 It is better.

6. gbɛ̀lɛn

à ká gbɛ̀lɛ̀n
2 1 3 3 It is hard, difficult.

7. gbíli

à kà gbìlì
2 2 2 2 It is heavy.

8. gbó

à kà gbò
2 2 2 It is nasty.

9. kɛ́ndɛ

à kà kɛ̀ndɛ̀
2 2 2 2 It is well.

10. kúdun

à kà kùdùn
2 2 2 2 It is short.

11. mìsɛn

à ká mìsɛ̀n
2 1 3 3 It is tiny.

12. nyìn

à ká nyìn
2 1 3 It is good.

13. sía

à kà sìà
2 2 22 It is plentiful.

14. jàn

à ká jàn
2 1 3 It is long.

15. jú

à kà jù
2 2 2 It is evil.

16. fɛ́

à kà fɛ̀
2 2 2 It is light.

Drill 41. Adjectives with /mán/.

Using the cues for Drill 40, make negative sentences with /mán/ i.e. /à mám bòn/, /à màn dì/, /à màn dɔ̀/.

Drill 42.

Change the following affirmative sentences to negative and the negative sentences to affirmative.

	A	B	C
1.	bá ká jàn	bá mán jàn 1 2 4	The river is not deep.
2.	bón ká bòn	bóm mám bòn 1 2 4	The house is not big.
3.	sìsɛ́ kà dɔ̀	sìsɛ́ màn dɔ̀ 2 1 3 3	The chicken is not small.
4.	ń dén ká fìsà	ń dén mám fìsà 1 1 2 4 4	My child is not improved.
5.	jírí kà kùdun	jírí màn kùdùn 1 1 3 3 3	The wood is not short.
6.	ḿ mùsó kà kèndè	ḿ mùsó màn kèndè 1 3 2 4 4 4	My wife is not well.
7.	à kà gbò	à màn gbò 2 2 2	It is not nasty.
8.	móbílí kà gbìlì	móbílí màn gbìlì 1 1 1 3 3 3	The car is not heavy.
9.	báárá ká gbèlèn	báárá mán gbèlèn 11 1 2 4 4	The work is not hard.
10.	jɛ́ ká mìsèn	jɛ́ mám mìsèn 1 2 4 4	The fish is not tiny.
11.	à ká nyìn	à mán nyìn 2 1 3	It is not good.
12.	màló kà sìà	màló màn sìà 2 1 3 33	Rice is not plentiful.

13. sílá` ká jàn

sílá` mán jàn
1 1 2 4 The road is not long.

14. kɛ̌` kà jù

kɛ̌` màn jù
2-1 3 3 The man is not evil.

15. màló` kà fɛ̀

màló` màm fɛ̀
2 1 3 3 The rice is not light.

16. sǎ` màn jù

sǎ` kà jù
2-1 3 3 The snake is evil.

17. ná` kà dì

ná` màn dì
1 3 3 The sauce is not sweet.

18. nyɔ̌` màn sìà

nyɔ̌` kà sìà
2-1 3 33 Corn is plentiful.

19. sɛ̀né` mán bòn

sɛ̀né` ká bòn
2 1 2 4 The field is big.

20. kùrú` kà gbìlì

kùrú` màn gbìlì
2 1 3 3 3 The stone is not heavy.

21. jírí` màn kɛ̀ndɛ̀

jírí` kà kɛ̀ndɛ̀
1 1 3 3 3 The tree is flourishing.

22. sílá` mán jàn

sílá` ká jàn
1 1 2 4 The road is long.

23. bàmbá` kà jù

bàmbá` màn jù
2 1 3 3 The crocodile is evil.

24. màló` màn sìà

màló` kà sìà
2 1 3 33 The rice is plentiful.

25. kɛ̌` ká fìsà

kɛ̌` mám fìsà
2-1 2 4 4 The man is not better

The adjectives often used with /ká/ and /mán/ are:

bɔ̀n	big, famous, great
dí	sweet, pleasant, good
dɔ́	small, minimal, unimportant, young
dùn	deep
fìsa	better, improved
gbɛ̀lɛn	hard, difficult
gbíli	heavy
gbó	bad, nasty
kɛ́ndɛ	well, healthy, flourishing
kúdun	short of stature
sùdun	short distance
mìsɛn	small, tiny
nyìn	good, nice
sía	plentiful, much, many
jàn	long
jú	evil, bad
fɛ́	light in weight

As mentioned above, some dialects would add to this list and some would shorten it.

The suffix /ya/ can be added to most adjectives resulting in a nominal with the meaning of -ness or -hood. When this suffix is added it takes on the tonal contour of a nominal compound, e.g. /gbɛ̀lɛ̀n-yâ/ 'difficulty'.

Drill 43.

Here is a list of some of the adjectives which can take /ya/. Add /ya/ to each one performing the tonal alterations required. The adjective /bɔ̀n/ is irregular: /bùn-yâ/

A	B	C
1. dí	dí-yâ 1 1-3	sweetness
2. bɔ̀n	bùn-yâ 2 1-3	greatness
3. dùn	dùn-yâ 2 1-3	depth
4. fìn	fìn-yâ 2 1-3	blackness
5. fìsa	fìsà-yâ 2 2 1-3	improvement
6. gbɛ́	gbɛ́-yâ 1 1-3	whiteness, clarity

7.	gbɛ̀lɛn	gbɛ̀lɛ̀n-yâ 2 2 1-3	difficulty
8.	gbíli	gbílí-yâ 1 1 1-3	heaviness
9.	gbó	gbó-yâ 1 1-3	nastiness
10.	káli	kálí-yâ 1 1 1-3	rapidity
11.	kála	kálá-yâ 1 1 1-3	heat
12.	kèn	kèn-yâ 2 1-3	beauty
13.	kɛ́u	kɛ́ú-yâ 11 1-3	wisdom
14.	kɛ́ndɛ	kɛ́ndɛ́-yâ 1 1 1-3	health
15.	kìsɛ	kìsɛ̀-yâ 2 2 1-3	courage
16.	kɔ̀rɔ	kɔ̀rɔ̀-yâ 2 2 1-3	age
17.	kúdun	kúdún-yâ 1 1 1-3	shortness
18.	kùmun	kùmùn-yâ 2 2 1-3	bitterness
19.	kúra	kúrá-yâ 1 1 1-3	newness
20.	mɔ̀a	mɔ̀ɔ̀-yâ 22 1-3	softness

21.	nyìn		
		nyìn-yâ	
		2 1-3	goodness
22.	sùdun		
		sùdùn-yâ	
		2 2 1-3	shortness of distance
23.	súma		
		súmá-yâ	
		1 1 1-3	coolness, wetness
24.	télen		
		télén-yâ	
		1 1 1-3	straightness
25.	wùlen		
		wùlèn-yâ	
		2 2 1-3	redness
26.	jàn		
		jàn-yâ	
		2 1-3	length
27.	fé		
		fé-yâ	
		1 1-3	lightness
28.	sáni		
		sání-yâ	
		1 1 1-3	cleanliness
29.	tími		
		tímí-yâ	
		1 1 1-3	tastiness
30.	kìa		
		kìà-yâ	
		22 1-3	cleverness

Drill 44.

Items that are asterisked in this drill are 'bad' /mán nyìn/ and the others are 'good' /ká nyìn/. Add the suffix /ya/ to each of the following adjectives. Put the asterisked words into the frame /_____ mán nyìn/ and the others into the frame /_____ ká nyìn/. These nominalized forms take the definite determiner. The choice of items asterisked is not necessarily related to Mande cultural values.

A	B	C
Examples kùmun		
	kùmùn-yá` mán nyìn	
	2 2 1 2 4	Bitterness is bad.

bòn

bùn-yá` ká nyìn
2 1 2 4 Greatness is good.

1. sáni

sání-yá` ká nyìn
1 1 1 2 4 Cleanliness is good.

2. fé

fé-yá` ká nyìn
1 1 2 4 Lightness is good.

3. *wùlen

wùlèn-yá` mán nyìn
2 2 1 2 4 Redness is not good.

4. kɔ̀rɔ

kɔ̀rɔ̀-yá` ká nyìn
2 2 1 2 4 Age is good.

5. *gbó

gbó-yá` mán nyìn
1 1 2 4 Nastiness is not good.

6. *gbèlɛn

gbèlɛ̀n-yá` mán nyìn
2 2 1 2 4 Difficulty is not good.

7. tími

tímí-yá` ká nyìn
1 1 1 2 4 Tastiness is good.

8. *mɔ̀a

mɔ̀à-yá` mán nyìn
22 1 2 4 Softness is not good.

9. dí

dí-yá` ká nyìn
1 1 2 4 Sweetness is good.

10. kìa

kìà-yá` ká nyìn
22 1 2 4 Wisdom is good.

11. *kúra

kúrá-yá` mán nyìn
1 1 1 2 4 Newness is not good.

12. *fé

fé-yá` mán nyìn
1 1 2 4 Lightness is good.

13. bòn

bùn-yá` ká nyìn
2 1 2 4 Greatness is good.

14. jàn

jàn-yá` ká nyìn
2 1 2 4 Length is good.

15. télen

télén-yá` ká nyìn
1 1 1 2 4 Straightness is good.

16. *dùn

dùn-yá` mán nyìn
2 1 2 4 Depth is not good.

17. *súma

súmá-yá` mán nyìn
1 1 1 2 4 Coolness is not good.

18. sùdun

sùdùn-yá` ká nyìn
2 2 1 2 4 Shortness is good.

19. fìn

fìn-yá` ká nyìn
2 1 2 4 Blackness is good.

20. nyìn

nyìn-yá` ká nyìn
2 1 2 4 Goodness is good.

21. *kùmun

kùmùn-yá` mán nyìn
2 2 1 2 4 Bitterness is not good.

22. fìsa

fìsà-yá` ká nyìn
2 2 1 2 4 Improvement is good.

23. *gbíli

gbílí-yá` mán nyìn
1 1 1 2 4 Weight is not good.

24. *kúdun

kúdún-yá` mán nyìn
1 1 1 2 4 Shortness is not good.

25. kɔ̀rɔ

kɔ̀rɔ̀-yá` ká nyìn
2 2 1 2 4 Age is good.

26. kìsɛ

kìsɛ̀-yá` ká nyìn
2 2 1 2 4 Courage is good.

27. gbɛ́

gbɛ́-yá` ká nyìn
1 1 2 4 Clarity is good.

28. *gbó

gbó-yá` ká nyìn
1 1 2 4 Nastiness is not good.

29. *gbèlen

gbèlèn-yá` mán nyìn
2 2 1 2 4 Hardness is not good.

30. *káli

kálí-yá` mán nyìn
1 1 1 2 4 Hurrying is not good.

The adjectives used above with the /ya/ suffix are:

dí	sweet	kɔ̀rɔ	old
bòn	big	kúdun	short
dùn	deep	kùmun	bitter
fìn	black	†kúra	new
fìsa	better	mɔ̀a	soft
gbé	white	nyìn	good
gbèlen	difficult	sùdun	short distance
gbíli	heavy	†súma	cool, wet
gbó	bad, nasty	télen	straight
káli	fast	wùlen	red
kála	hot	jàn	long
kèn	beautiful	fé	light weight
kéu	wise	sáni	clean
kéndɛ	healthy	tími	tasty
kìsɛ	brave	†kìa	clever

In some dialects this list would be longer and in some, shorter, The dagger (†) indicates which words cannot be used as verbs with the suffix /ya/ added directly to the verb.

When used as verbs, these words generally have the meaning 'to become _____' or 'to increase in _____'. For example, /à dí fìsàyà/ 'He will improve.' /à dí gbílíyá/ 'It will grow heavy.'

III. Noun plus Adjective

Some adjectives may be placed directly after the nouns they modify. In such cases, the nominal compound tonal contour is used, e.g. bón-wùlen` > /bón-wúlên/ 'red house'. The specific determiner which follows the noun when no adjective is present is placed after the entire compound.

bòn	big	kéndɛ	healthy
dùn	deep	kìsɛ	brave
fìn	black	kɔ̀rɔ	old
gbè	white	kúdun	short
gbèlen	difficult	kùmun	bitter
gbíli	heavy	kúra	new
gbó	nasty	mìsɛn	tiny
kèn	beautiful	wùlen	red
kéu	wise	jàn	long
jú	evil		

Drill 45.

Combine the suggested nouns and adjectives. Put the resulting compound in the frame /____lè/. The form /lè/ is a particle meaning 'It is a ____'. This /lè/ becomes /dè/ or /nè/ after nasals. In this usage /bòn/ has the irregular form /bà/, e.g. /jírí-bá lè/ 'big tree'.

	A	B	C
Example	jíri kɔ̀rɔ	jírí-kórɔ̀ lè 1 1 1 1 3	It is an old tree.
1.	kɛ̀ kìsɛ	kɛ̀-kísɛ́ lè 2 1 1 3	It is a brave man.
2.	kùru gbíli	kùrù-gbílí lè 2 2 1 1 3	It is a heavy stone.
3.	fànin kúra	fànìn-kúrá lè 2 2 1 1 3	It is a new shirt.
4.	bón wùlen	bón-wúlén nè 1 1 1 3	It is a red house.
5.	bàmba bòn	bàmbà-bá lè 2 2 1 3	It is a big crocodile.
6.	tòdi jú	tòdì-jí lè 2 2 1 3	It is an evil toad.
7.	sìsɛ gbɛ́	sìsɛ̀-gbɛ́ lè 2 2 1 3	It is a white chicken.
8.	bín kɛ́ndɛ	bín-kɛ́ndɛ́ lè 1 1 1 3	It is green grass.

9. fén
kùmun

fén-kúmún` nè
1 1 1 3 It is a bitter thing.

10. jíri
fìn

jírí-fín` nè
1 1 1 3 It is a black tree.

11. dàla
dùn

dàlà-dún` nè
2 2 1 3 It is a deep pond.

12. dàba
jàn

dàbà-ján` nè
2 2 1 3 It is a long hoe.

13. kè
kɔ̀rɔ

kè-kɔ́rɔ̀` lè
2 1 1 3 It is an old man.

14. bón
kúra

bón-kúrá` lè
1 1 1 3 It is a new house.

15. dòku
mìsen

dòkù-mísén` nè
2 2 1 1 3 It is a small duck.

16. jí
gbé

jí-gbé` lè
1 1 3 It is clear water.

17. wùlu
jú

wùlù-jú` lè
2 2 1 3 It is a bad dog.

18. kè
jàn

kè-ján` nè
2 1 3 It is a tall man.

19. mɔ̀
fìn

mɔ̀-fín` nè
2 1 3 It is a black person.

20. sán
fìn

sám-fín`nè
1 1 3 It is a dark sky.

21. síla
fìsa

sílá-físá`lè
1 1 1 1 3 It is a better way.

22. fànin
fé

fànìm-fé`lè
2 2 1 3 It is light cloth.

23. báára
gbɛ̀lɛn

báárá-gbɛ́lɛ́n`nè
11 1 1 1 3 It is hard work.

24. kéu
mùso

kéú-músó`lè
11 1 1 3 It is a wise woman.

25. mɔ̀
kéndɛ

mɔ̀-kéndɛ́`lè
2 1 1 3 It is a healthy person.

26. kálo
kúra

káló-kúrá`lè
1 1 1 1 3 It is a new moon.

27. kìsɛ
mìsɛn

kìsɛ̀-mísɛ́n`nè
2 2 1 1 3 It is a small grain.

28. dén
kéndɛ

dén-kéndɛ́`lè
1 1 1 3 It is a healthy child.

29. mùso
kɔ̀rɔ

mùsɔ̀-kɔ́rɔ́`lè
2 2 1 1 3 It is an old woman.

30. tɛ̀li
kɔ̀rɔ

tɛ̀lì-kɔ́rɔ́`lè
2 2 1 1 3 It is an old story.

Many of the above compounds can take /dó/ 'some' and /lú/ (plural) and a variety of postpositions. Practice putting these suffixes on the compounds where appropriate, i.e., /wùlù-jú` dòlùkɔ̀rɔ̀/ 'under some of those bad dogs'.

IV. Adjectives and /mán/

When /mán/ follows an adjective alone, it usually nominalizes the adjective and gives it the meaning 'the _____ one', /gbémán`nè/ 'the white one'. When the adjective is modifying a noun, the following are possible. /jí` dùmmán nè/ 'The water is deep. (the water, the deep is)', /jí` dùmmàn/ 'The water is deep.' and /jí-dúmmán`nè/ 'It is deep water.' and (without mán) /jí-dún`nè/ 'It is deep water'. Note that /mán/ while not part of the nominal compound tonally can be followed by the specific determiner.

Drill 46. Adjectives and /mán/

The cues for this drill will be a noun and an adjective. Put the specific determiner after the noun and add /mán/ and /lè/. /dí/ and /nyìn/ have special forms with /mán/: /dú mán/ and /nyùm mán/.

	A	B	C
Examples	jí dùn		
		jí` dùmmán nè 1 3 2 4	The water is deep.
	dàla gbé		
		dàlá` gbèmán nè 2 1 3 2 4	The pond is clear.
1.	bón wùlen		
		bón` wùlèmmán nè 1 3 3 2 4	The house is red.
2.	kúma dí		
		kúmá` dùmán nè 1 1 3 2 4	The words are pleasant.
3.	dén dɔ́		
		dén` dɔ̀mán nè 1 3 2 4	The child is small.
4.	sán fìn		
		sám` fìmmán nè 1 3 2 4	The sky is black.

5. mùso
fìsa

mùsó` fìsàmán nè
2 1 3 3 2 4 The woman is better.

6. báara
gbɛ̀lɛn

báárá` gbɛ̀lɛ̀mmán nè
11 1 3 3 2 4 The work is difficult.

7. jíri
gbíli

jírí` gbìlìmán nè
1 1 3 3 2 4 The log is heavy.

8. fén
gbó

fén` gbòmán nè
1 3 2 4 The thing is nasty.

9. ná
kála

ná` kàlàmán nè
1 3 3 2 4 The sauce is hot.

10. mùso
kèn

mùsó` kènmán nè
2 1 3 2 4 The woman is beautiful.

11. sòbo
kéndɛ

sòbó` kɛ̀ndɛ̀mán nè
2 1 3 3 2 4 The game is healthy.

12. mànsa
kìsɛ

mànsá` kìsɛ̀mán nè
2 1 3 3 2 4 The chief is brave.

13. bón
kɔ̀rɔ

bón` kɔ̀rɔ̀mán nè
1 3 3 2 4 The house is old.

14. kùrusi
kúdun

kùrùsí` kùdùmmán nè
2 2 1 3 3 2 4 The pants are short.

15. jé
mìsɛn

jé` mìsɛ̀mmán nè
1 3 3 2 4 The fish is tiny.

16. fànin
mòa

fànín` mòàmán nè
2 1 33 2 4 The cloth is soft.

17. kɛ̀ndɛ-ya
nyìn

kɛ̀ndɛ̀-yá` nyùmmán nè
2 2 1 3 2 4 Health is good.

18. nyɔ̀
sía

nyɔ̂` sìàmán nè
2-1 33 2 4 Grain is plentiful.

19. síla
sùdun

sílá` sùdùmmán nè
1 1 3 3 2 4 The path is short.

20. dù
súma

dû` sùmàmán nè
2-1 3 3 2 4 The ground is damp.

21. fànin
wùlen

fànín` wùlèmmán nè
2 1 3 3 2 4 The cloth is red.

22. dén
jàn

dén` jàmmán nè
1 3 2 4 The child is tall.

23. kɛ̀
jú

kɛ̂` jùmán nè
2-1 3 2 4 The man is evil.

24. kìsɛ
fé

kìsɛ́` fɛ̀mán nè
2 1 3 2 4 The grain is light.

25. sébɛ
sáni

sébɛ́` sànìmán nè
1 1 3 3 2 4 The paper is clean.

26. ná
tími

ná` tìmìmán nè
1 3 3 2 4 The sauce is tasty.

Drill 47.

Using the cues from the last drill, form sentences without /lè/ (/nè/). In each case /mán/ will be low, e.g. /jí dùmmàn/.

Drill 48.

Using the cues from Drill 46, place each noun-adjective pair in the frame /noun-adjective mán nè/, e.g. /fànìn-wúlém mán nè/ 'It is a red cloth'.

These are the most common uses of the adjective in Maninka. There are many types of verbal derivations utilizing the forms /lí/, /nén/, /yá/ and others which can be used with adjectives.

In order to demonstrate the complexity of the adjective in Maninka, notes on the variety of adjectival subclassification are given below.

A few adjectives can be used as verbs with or without the suffix /yá/. These are /fìn/ 'black', /gbé/ 'white', /kɔ̀rɔ/ 'old, /kùmun/ 'bitter', /súma/ 'wet', /télen/ 'straight', /wúlen/ 'red', /yàran/ 'dry', /yá/ 'dry', /kìa/ 'clever'.

A few adjectives can take the iterative nominalizer /lí/ without the nominalizer /yá/, e.g. /fìn/ 'black', /fìsa/ 'better', /gbé/ 'white', /sía/ 'plenty', /télen/ 'straight', /wùlen/ 'red', /jú/ 'evil', /kìa/ 'clever'.

Other adjectives can be used as nouns with or without derivational markers: /dùn/ 'deep', /fìn/ 'black', /gbé/ 'white', /kèn/ 'beautiful', /kéu/ 'wise', /kɔ̀rɔ/ 'old', /kùmun/ 'bitter', /télen/ 'straight', /wùlen/ 'red', /jú/ 'evil', /kìa/ 'clever'.

It is most likely that speakers of Maninka, Bambara and Dyula which the student will come in contact with will vary considerably from the above. In fact, the more different speakers encountered, the more variations in subtle usage will be encountered. Each time a variation is observed, it should be noted in these pages together with the name, age and hometown of the speaker.

The form /lè/ has already been introduced in the section on adjectives. In the discussion of personal pronouns above, /lé/ was used with the pronouns for the purpose of emphasis, /ńné/, /ílé/. Both forms cause emphasis of the same type with /lé/ being used primarily with nominals and /lè/ used primarily to affirmatively emphasize statements, e.g. /àlélè/ 'It is <u>he</u>!' The emphatic /le/ is presented as two forms /lé/ and /lè/ solely for convenience.* The negative of /lè/ is /té/, i.e. /dû sùmàmán nè/ > /dû sùmàmàn tè/ 'The ground (is, is not) damp.'

Drill 49.

Make the responses in Drill 46 negative.

Examples	jí dùmmán nè	jí dùmmàn tè
	dàlá gbèmán nè	dàlá gbèmàn tè

The form /lé/ is frequently used for emphasis within sentences.

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* Most likely /lè/ is a lowered variety of /lé/. The conditions which would account for this change cannot be described accurately at this time, however.

CHAPTER SEVEN
THE COPULA /yé/

In Maninka the form /yé/ means primarily 'to be in a place'. /yé/ is associated with all locative sentences with this meaning. In another type of sentence /yé/ relates two noun phrases. The negative of /yé/ is /té/. A specific determiner which comes before /té/ can be omitted, e.g. /kɛ̌ yé yàn/ becomes in the negative /kɛ̌ té yàn/ or /kɛ̀ té yàn/.

Drill 50.

Change the following affirmative sentences to negative. Delete the specific determiner if there is one in the affirmative and perform all necessary tonal changes. The translation is not literal. Numerical pitches will not be shown hence forth.

	A	B	C
Example	kɔnɔ́ yè jírí là	kɔnɔ̀ tè jírí là	No bird is in the tree. (lit. A bird is not in the tree.)
1.	kɛ̌ yè bón nà	kɛ̀ tè bón nà	No man is in the house.
2.	mùsó yé kàsó là	mùsɔ̀ té kàsó là	No woman is in prison.
3.	sǎ yè kúlún nà	sà tè kúlún nà	No snake is in the canoe.
4.	kɔnɔ́ yè sám mà	kɔnɔ̀ tè sám mà	No bird is in the sky.
5.	bín yè jírí kɔrɔ̀	bín té jírí kɔrɔ̀	No grass is under the tree.
6.	sɔ̌ yé sɛnɛ́ rɔ̀	sɔ̀ té sɛnɛ́ rɔ̀	No horse is in the field.
7.	sǎ yé dǔ mà	sà té dǔ mà	No snake is on the ground.
8.	dɔ̀kú yè jí mà	dɔ̀kù tè jí mà	No duck is on the water.
9.	kùrú yè tá kɔrɔ̀	kùrù tè tá kɔrɔ̀	No stone is under the fire.
10.	à yè álúmá	à tà àlùmà	It is not on you.

11. à yé màlɔ́ rɔ̀	à té màlɔ́ rɔ̀	It is not in the rice.
12. jé yé dàlá rɔ̀	jé té dàlá rɔ̀	No fish is in the water.
13. kɛ̌ yè móbílí kɔ̀rɔ̀	kè tè móbílí kɔ̀rɔ̀	No man is under the car.
14. bàrá yé nìsì-túlú dáfɛ̀	bàrà té nìsì-túlú dáfɛ̀	No gourd is near the butter.
15. à yè nónɔ́ rɔ̀	à tè nónɔ́ rɔ̀	It is not in the milk.
16. mùrú yé bànkù-dá kɔ̀rɔ̀	mùrù té bànkù-dá kɔ̀rɔ̀	No knife is under the bowl.
17. sǎ yè bín dɔ̀	sà tè bín dɔ̀	No snake is in the grass.
18. dàbá yé sènɛ́ rɔ̀	dàbà té sènɛ́ rɔ̀	No hoe is in the field.
19. bàlá yé wǎ rɔ̀	bàlà té wǎ rɔ̀	No porcupine is in the forest.
20. sìlá yè jírí là	sìlà tè jírí là	No monkey is in the tree.
21. kɛ̌ yé sɔ̌ kàn	kè té sɔ̌ kàn	No man is on the horse.
22. ná yé màlɔ́ mà	ná té màlɔ́ mà	No sauce is on the rice.
23. dòkú yé dàlá rɔ̀	dòkù té dàlá rɔ̀	No duck is in the pond.

The copula /yé/ may be omitted in almost every case. It is probably best for the beginner not to omit /yé/ from his speech entirely, although utterances like /ǎ yàn/ (from /à yé yàn/) are quite authentic sounding. When the copula /yé/ is used in a locative sentence and not preceded by the specific determiner, it can be deleted leaving only its tone which is assimilated to the word immediately preceding it, e.g. /ǎ yàn/ 'He is here.', /ń fǎ yàn/ 'My father is here'. At other times, it may simply be deleted.

The past tense of /yé/ and /té/ is marked by /tèré/ and less frequently by /tùn/. The /yé/ is often deleted after /tèré/. In rapid speech /tèré/ is reduced to /tré/.

Drill 51.

Put these sentences into the past with /tèré/. Do not delete /yé/ or the specific determiner.

A	B	C
1. sébé yé yèn	sébé tèrè yé yèn	The letter was there.
2. bɔ̀rɔ́ yé dǔ mà	bɔ̀rɔ́ tèrè yé dǔ mà	The bag was on the ground.
3. jàrá yé yàn	jàrá tèrè yé yàn	The lion was there.
4. dòkú yè bá rɔ̀	dòkú tèrè yè bá rɔ̀	The duck was in the river.
5. bán-jí yé bàrá rɔ̀	bán-jí tèrè yé bàrá rɔ̀	The palm wine was in the calabash.
6. mùrù-bá yè kúlún dɔ̀	mùrù-bá tèrè yè kúlún dɔ̀	The machete was in the canoe.
7. bǎ yè jírí là	bǎ tèrè yè jírí là	The goat is in the tree.
8. kɛ̌ yè bón nà	kɛ̌ tèrè yè bón nà	The man was in the house.
9. jùlá yé kàsó là	jùlá tèrè yé kàsó là	The trader was in prison.
10. bàlà-kɔ́rɔ́ yé wǎ rɔ̀	bàlà-kɔ́rɔ́ tèrè yé wǎ rɔ̀	The old porcupine is in the forest.
11. básá té dǔ mà	básá tèrè té dǔ mà	The lizard was not on the ground.
12. móbílí yè sílá mà	móbílí tèrè yè sílá mà	The car was on the road.
13. jírí yè tá dáfɛ̀	jírí tèrè yè tá dáfɛ̀	The wood was near the fire.
14. nìsí yè jírí kɔ̀rɔ̀	nìsí tèrè yè jírí kɔ̀rɔ̀	The cow was under the tree.
15. kɔ̌ yè bútélí kɔ̀nɔ̀	kɔ̌ tèrè yè bútélí kɔ̀nɔ̀	The salt was in the bottle.

16. jé-fúá-lá` yè ń ná bón` nà
jé-fúá-lá` tèrè yè ń ná bón` nà
The fisherman was in my house.

Another use of /yé/ and /té/ is in sentences of identification.

Noun Phrase $\frac{\text{yé}}{\text{té}}$ Noun Phrase dì For example: /júlá` yè ń kɛ̌` dì/

'My husband is a trader.', /júlá` tè ń kɛ̌` dì/ 'My husband is not a trader.' In some dialects, particularly in Bambara and Dyula, /yé_____ yé/ is used instead of /yé_____ dì/. In using this construction, remember that the general class comes first (i.e. 'traders' in this instance) and the specific member of that class comes second.

Drill 52.
The cues for this drill are two noun phrases which are to be put into the frame /_____ yé _____ dì/.

	A	B	C
1.	jé-fúá-lá` ń bémbá	jé-fúá-lá` yè ń bémbá` dì	My grandfather is a fisherman.
2.	bìrò-là-mɔ́` ń mùsó`	bìrò-là-mɔ́` yè ń mùsó` dì	My wife is an office worker.
3.	júlá` kɛ̌`	júlá` yé kɛ̌` dì	The man is a trader.
4.	tárá-lí-lá` à	tárá-lí-lá` yá:` dì	He is a beggar.
5.	sènè-kè-lá` ń kɔ̀rɔ̀-ké	sènè-kè-lá` yè ń kɔ̀rɔ̀-ké dì	My elder brother is a plowman.

Drill 53.
Using the cues for Drill 52, make sentences which are negative, past time and past time negative.

CHAPTER EIGHT
THE VERB PHRASE I

1. The Durative Aspect with /yé/

In sentences like /à yè yɛ̀lɛ̀là/ 'He is laughing.', the verb has /la/ suffixed to it, and with the copula /yé/, the sentence is perhaps literally 'He is at laughing'. This is the typical way of expressing present time in Maninka. In addition, sentences of this type indicate future time and ability to do something. The postposition /kàn/ can be used in the same manner but emphasizing that the activity in question is taking place right now. In this instance /la/ which gets its tone from the verb undergoes a special type of tonal dissimilation. Instead of becoming high between two low tones, it becomes rising, e.g., ... `yélɛlá yàn > ... `yèlɛlǎ yàn not *... yèlèlá yàn. There is no specific determiner after the verb, but in the case of words like /yélɛ/ which are both nouns and verbs, the nominal use of the word with the specific determiner is also possible, e.g., yélé`là 'on the laugh, at the laugh'. Verbs undergo tonal dissimilation and will be low finally if they are preceded by a low tone. Monosyllabic verbs in non-final environments may or may not dissimilate. This will be discussed below. Here is a basic set of verbs which should be learned now.

nà	come	fùa	die
wá	go	wúli	get up
tá	go	bàn	refuse
dí	give	bìla	put, release
yélɛ	laugh	yɛ̀lɛ	go up
bɔ́	exit	tíbi	cook
gbàsi	beat	sì	sit
kúnun	wake up	yé	look at
sàn	buy		

Drill 54.

Put each of the suggested intransitive verbs into the frame /à yé _____ lá/.

	A	B	C
1.	nà	à yé nàlà	He is coming.
2.	tá	à yè tàlà	He is going.
3.	bɔ́	à yè bɔ̀là	He is going out.
4.	fùa	à yé fùàlà	It is dying.
5.	kúnun	à yè kùnùnnà	He is waking up.

6.	sì	à yé sìlà	He is sitting.
7.	yélɛ	à yè yɛlɛlà	He is laughing.
8.	yɛlɛ	à yé yɛlɛlà	He is going up.
9.	wúli	à yè wùlìlà	He is getting up.
10.	wá	à yè wàlà	He is going.

Drill 55.

Using the cues from Drill 54, put all of the sentences into the negative, past time and negative past time. Here are the responses.

	Negative	Past	Past Negative
1.	à té nàlà	à tèrè yé nàlà	à tèrè té nàlà
2.	à tè tàlà	à tèrè yè tàlà	à tèrè tè tàlà
3.	à tè bɔ̀là	à tèrè yè bɔ̀là	à tèrè tè bɔ̀là
4.	à té fùàlà	à tèrè yé fùàlà	à tèrè té fùàlà
5.	à tè kùnùnnà	à tèrè yè kùnùnnà	à tèrè tè kùnùnnà
6.	à té sìlà	à tèrè yé sìlà	à tèrè té sìlà
7.	à tè yɛlɛlà	à tèrè yè yɛlɛlà	à tèrè tè yɛlɛlà
8.	à té yɛlɛlà	à tèrè yé yɛlɛlà	à tèrè té yɛlɛlà
9.	à tè wùlìlà	à tèrè yè wùlìlà	à tèrè tè wùlìlà
10.	à tè wàlà	à tèrè yè wàlà	à tèrè tè wàlà

Drill 56.

Form sentences in the durative with the following nominal verb combinations.

	A	B	C
Example	mùso yélɛ	mùsɔ̀ yè yɛlɛlà	The woman is laughing.

1.	jùla fùa	jùlá yé fùàlà	The trader is dying.
2.	mùso bɔ́	mùsɔ́ yè bɔ̀là	The woman is leaving.
3.	jé-fua-la wà	jé-fúá-lá yè wàlà	The fisherman is going.
4.	kɛ̀-kɔrɔ kúnun	kɛ̀-kɔ́rɔ́ yè kùnùnnà	The old man is waking up.
5.	mànsa wúli	mànsá yè wùlìlà	The chief is getting up.
6.	ńlá wùlu bɔ́	ńná wùlú yè bɔ̀là	My dog is leaving.

II. Transitive Verbs with /yé/

The object of a transitive verb immediately precedes the verb. The object is a nominal phrase and it normally has the specific determiner, e.g. /kɛ̀ yé wùlú gbàsìlà/ 'The man is beating the dog'.

Drill 57. Transitive Verbs.

Place the suggested transitive verb and nominal phrase in the frame /à yé _____ _____ lá/. New verbs will be introduced.

	A	B	C
Example	màlo sàn	à yé màlɔ́ sànnà	She is buying rice.
1.	sɔbo tíbi	à yé sɔbɔ́ tìbìlà	She is cooking game.
2.	sán yé	à yè sán yèlà	He is looking at the sky.
3.	dɔnso-la fùa	à yé dɔnsɔ-lá fùàlà	It is killing the hunter.

4. kɛ̀ lú
bìla

à yé kɛ̀ lú bìlàlà — He is releasing the men.

5. màlo
tíbi

à yé màló tìbìlà — She is cooking the rice.

6. nyɔ̀
sàn

à yé nyɔ̀ sànnà — She is buying grain.

7. màlo
súsu

à yé màló sùsùlà — She is pounding rice.

8. yàba
tíbi

à yé yàbá tìbìlà — She is cooking onions.

9. kɔ̀
sàn

à yé kɔ̀ sànnà — He is buying salt.

10. à dén
kɔ̀

à yá: dén kɔ̀là — She is washing her child.

11. wùlu
gbàsi

à yé wùlú gbàsìlà — He is beating the dog.

12. màlo
sàn

à yé màló sànnà — He is buying rice.

13. màlo
kɔ̀

à yé màló kɔ̀là — She is washing rice.

14. bàmba
fùa

à yé bàmbá fùàlà — He is killing the crocodile.

15. nyɔ̀
bèn

à yé nyɔ̀ bènnà — He is dropping the grains.

16. à
kàran

à yá: kàrànnà — He is studying it.

17. jí
mìn

à yè jí mìnnà — He is drinking water.

18. fànin
kò

à yé fànín` kòlà She is washing the cloth.

19. bón
lɔ

à yè bón` lɔlà He is building a house.

20. sòbo
fùa

à yé sòbó` fùàlà He is killing game.

21. nyɔ
súsu

à yé nyɔ̌ sùsùlà She is pounding grain.

22. jé
tíbi

à yè jé` tìbìlà She is cooking fish.

III. Nominalized Verbs

The transitive verb and its object can be nominalized and take the same kind of tonal pattern as compounds of Noun and Noun or Noun and Adjective. For example, /nyɔ-sán`/ 'rice buying'. This compound takes the specific determiner.

Drill 58.

Change the transitive verb and its object into a nominal compound. Pay careful attention to tone.

	A	B	C
Example	à yé nyɔ̌ sùsùlà	à yé nyɔ-súsú` là	She is at grain-pounding.
1.	à yé kɔ̌ sànnà	à yé kɔ-sán` nà	She is at salt-buying.
2.	mùsó` yè dén` kòlà	mùsó` yè dén-kó` là	The woman is at child-washing.
3.	kɛ̌ yé bàmbá` fùàlà	kɛ̌ yé bàmbà-fúá` là	The man is at crocodile-killing.
4.	mùsó` yé màlɔ́` kòlà	mùsó` yé màlɔ-kó` là	The woman is at rice-washing.
5.	jùlá` yé wùlú` gbàsìlà	jùlá` yé wùlù-gbásí` là	The trader is at dog-beating.
6.	mùsó` yé nyɔ̌ sùsùlà	mùsó` yé nyɔ-súsú` là	The woman is at grain-pounding.

7. à yé sɔ̀bɔ́ tìbìlà
   à yé sɔ̀bɔ̀-tíbí là — He is at game-cooking.

8. à yè jí mìnnà
   à yè jí-mín nà — He is at water-drinking.

9. kɛ́ yé fànín kɔ̀là
   kɛ́ yé fànìn-kɔ́ là — The man is at clothes-washing.

10. dɔ̀nsɔ̀-lá yè bɔ́n lɔ̀là
    dɔ̀nsɔ̀-lá yè bɔ́n-lɔ́ là — The hunter is at house-building.

The semantic contrast between /bɔ́n lɔ̀ là/ and /bɔ́n-lɔ́ là/ is essentially the same as the difference between 'The building of the house' and 'the house building' in English. In the former the object of the noun is emphasized and in the latter, the action of the verb is emphasized.

IV. The Iterative Suffix and the Agent /lá/

The addition of the suffix /lí/ to this type of compound adds an element of continuing action, repetitive or habitual activity. Thus, /nìsì-fùà-lí/ 'the continual killing of cows' could well refer to the activities of a butcher. The suffix /lí/ can follow any verb nominalizing it and adding the continuous or habitual aspect. The specific determiner follows /lí/. /lí/ becomes /ní/ after nasals.

Drill 59.

Nominalize the following verbs and verb object combinations by adding /li/. Put the specific determiner after /li/. The translations are only approximate and do not reflect the continuous or habitual sense of the Maninka sentence in every case. At first glance, not all of the verbs introduced thus far appear to be susceptible to the addition of /li/. With generous imagination, however, one can create a context wherein each of the following makes sense. Be careful with tone. Nominalized verbs do not dissimilate.

A	B	C
1. à yè bɔ̀là	à yè bɔ́-lí là	He keeps leaving.
2. à yé fùàlà	à yé fùà-lí là	He is progressively nearing death.
3. à yè kùnùnnà	à yè kúnun-ní là	He keeps waking up.
4. à yè yɛ̀lɛ̀là	à yè yɛ́lɛ́-lí là	He is always laughing.

5.	à yé màlɔ́ sànnà	à yé màlɔ̀-sàn-ní là	She is always buying rice.
6.	à yé sɔ̀bɔ́ tìbìlà	à yé sɔ̀bɔ̀-tìbì-lí là	She cooks a lot of game.
7.	mùsɔ́ yé màlɔ́ sùsùlà	mùsɔ́ yé màlɔ̀-sùsù-lí là	The woman is pounding grain.
8.	kɛ́ yé yàbá tìbìlà	kɛ́ yé yàbà-tìbì-lí là	The man is always cooking onions.
9.	jùlá yé kɔ́ sànnà	jùlá yé kɔ̀-sàn-ní là	The trader buys salt.
10.	à yè búkú kàrànnà	à yè búkú-kárán-ní là	He reads books a lot.
11.	à yè jí mìnnà	à yè jí-mín-ní là	He drinks water.
12.	dɔ̀nsɔ́ yé sɔ̀bɔ́ fùàlà	dɔ̀nsɔ́ yé sɔ̀bɔ̀-fùà-lí là	The hunter kills game.
13.	à yé fànín kɔ̀là	à yé fànì-kɔ̀-lí là	She is washing clothes.
14.	kɛ́ yè bón lɔ́là	kɛ́ yè bón-lɔ́-lí là	The man builds houses.

The form /la/ is equivalent to the meaning of the -er agent in English. The verb /fùa/ 'kill' plus /la/ means 'killer' just as English hunt plus er gives hunter. The /lá/ is added to nominalized verbs to identify the agent performing the action.

Drill 60.

The cue for this drill will be a sentence containing a verb or object-verb sequence which should be formed into a compound with the agent /la/. The resulting compound should become the first element of an equational sentence of identification. The subject of the original sentence will become the second element of the equational sentence. The sentences may be of any of the types introduced so far.

	A	B	C
Example	mùsɔ́ yé fànìn-kɔ̀-lí là	fànìn-kɔ̀-lì-lá yé mùsɔ́ dì	The woman is a clothes washer.
1.	mùsɔ́ yè yélé-lí là	yélé-lí-lá yé mùsɔ́ dì	The woman is a laugher.

2. jùlá yé sòbó fùàlà
   sòbò-fùà-lá yé jùlá dì — The trader is a game killer.

3. mùsó yé màlò-sán nà
   màlò-sàn-ná yé mùsó dì — The woman is a rice buyer.

4. kɛ̂ yé fànín dànnà
   fànìn-dàn-ná yé kɛ̂ dì — The man is a cloth weaver.

5. dònsó yé jàrá fùàlà
   jàrà-fùà-lá yé dònsó dì — The hunter is a lion killer.

6. mùsó yé màlò-sùsù-lí là
   màlò-sùsù-lì-lá yé mùsó dì — The woman is a rice pounder.

7. ń kɛ̂ yé bàmbá fùàlà
   bàmbà-fùà-lá yè ń kɛ̂ dì — My husband is a crocodile killer.

8. à yè bón-lɔ́-lí là
   bón-lɔ́-lí-lá yá: dì — He is a builder of houses.

9. àlù yé nyɔ̂ sùsùlà
   nyɔ̀-sùsù-lá yé àlú dì — They are grain pounders.

10. kɛ̂ yé sènɛ́ kɛlà
    sènɛ̀-kɛ̀-lá yé kɛ̂ dì — The man is a field maker.

11. kɛ̂ yè tá dànnà
    tá-dán-ná yé kɛ̂ dì — The man is a fire builder.

12. mɔ̂ yè bín bɔlà
    bín-bɔ́-lá yé mɔ̂ dì — The person is a grass puller (weeder).

13. kɛ̂ yè bón tìlà
    bón-tí-lá yé kɛ̂ dì — The man is a house thatcher.

14. mùsó yè kúmá fɔlà
    kúmá-fɔ́-lá yé mùsó dì — The woman is a talker.

15. à yé bɔlɔ́m fɔlà
    bɔlɔ̀m-fɔ̀-lá yá: dì — He is a harpist.

V. Locative Sentence Adverbs

Locative sentence adverbs are used to express place in Maninka. These adverbs follow the rest of the sentence and usually consist of a nominal followed by a postposition.

Drill 61.

You will be given two sentences. One sentence will be a locative sentence telling where something is. The other sentence will contain the subject of the locative sentence as agent or object. Combine the two sentences in this way:

A	B	C

Example

kɛ̌ yè kùmàlà (The man is talking.)
kɛ̌ yè gbá kɔ̀rɔ̀ (The man is under the shed.)

kɛ̀ yè kùmàlà gbá kɔ̀rɔ̀

The man is talking under the shed.

1. dònsó tèrè yé sòbó fùàlà
dònsó tèrè yé yàn

dònsó tèrè yé sòbó fùàlâ yàn

The hunter was killing game here.

2. kɛ̌ yè jírí tɛ̀là
jírí yé wǎ rɔ̀

kɛ̌ yè jírí tɛ̀lâ wǎ rɔ̀

The man is chopping wood in the forest.

3. dén nù yé kàsìlà
dén nù yè tú kɔ̀rɔ̀

dén nù yé kàsìlà tú kɔ̀rɔ̀

The children are crying in the forest.

4. wùlú lù yé sìlà
wùlú lù yè nákɔ́ là

wùlú lù yé sìlà nákɔ́ là

The dogs are sitting in the garden.

5. jùlú yé yèn
à yé jùlú tɛ̀là

à yé jùlú tɛ̀lâ yèn

He is cutting rope there.

6. súnkúrún yé màlɔ́ tùlà
súnkúrún yè jírí kɔ̀rɔ̀

súnkúrún yé màlɔ́ tùlà jírí kɔ̀rɔ̀

The girl is pounding rice under the tree.

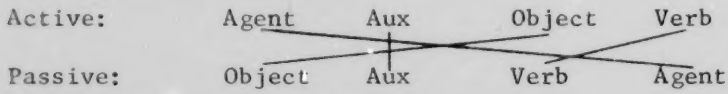
7. mùsó tèrè yè dén-nín kòlà
mùsó tèrè yè bá rɔ̀

mùsó tèrè yè dén-nín kòlà bá rɔ̀

The woman was bathing the child in the river.

VI. The Agentless Sentence and the Passive

A structure which is similar to the possessive sentence /X yé ḿ bólo/ 'I have X.' is the passive expression. Thus, /ń yé jíri` tɛ̀là/ 'I am cutting the tree.' becomes /jíri` yé tɛ̀là ḿ bólo/ 'The tree is being cut (cutting) by me.' The relationship of passive and active structures can be diagrammed like this:



The agent can be omitted from passive sentences and in normal discourse the agent is usually omitted. The remaining Object Aux Verb structure looks very much like the simple intransitive structure Agent Aux Verb because Agent and Object are both noun phrases with no distinguishing marking. In sentences like /à yé fùàlà/ 'He is dieing.' and 'He is being killed (agent omitted)' we do not know whether the verb is transitive or intransitive.

The forms that mark the simple past in Maninka are /kà/ usually for transitive verbs and the suffix /rá/ (or /dá/ after nasals) usually for intransitive verbs. The sentence above would be /à kà fùà/ 'He was killed.' and /à fùàrà/ 'He died'. One is generally safe in using /kà/ with transitive verbs, with or without the agent, and /rá/ for intransitive verbs. Data from some speakers suggests that it is possible to use /kà/ with intransitive verbs. The difference between /à kà nà/ and /à nàrà/ being much the same as the difference between 'He has come.' and 'He is come.' The negative for both /kà/ and /rá/ is /má/; /à má nà/ 'He did not come.' In summary, the student should expect to hear /kà/ with intransitive verbs occasionally, but the drills and exercises will use /kà/ in transitive verb usages and /rá/ in intransitive situations.

Drill 62.

Put the following durative sentences into the past tense using /kà/

	A	B	C
Example	à yè jíri` tɛ̀là	à kà jíri` tɛ̀	He chopped the tree.
1.	mùsó` yé màló` sànnà	mùsó` kà màló` sàn	The woman bought rice.
2.	à yé nyɔ̌ sànnà	à kà nyɔ̌ sàn	She bought grain.
3.	mùsó` yé màló` sùsùlà	mùsó` kà màló` sùsù	The woman pounded the rice.
4.	à yé kɔ̌ sànnà	à kà kɔ̌ sàn	She bought salt.
5.	kɛ̌ yé wùlú` gbàsìlà	kɛ̌ kà wùlú` gbàsì	The man beat the dog.
6.	à yé màló` kòlà	à kà màló` kò	She washed rice.

7.	jùlá yé bàmbá fùàlà	jùlá kà bàmbá fùà	The trader killed the crocodile.
8.	mùsó yè dén kòlà	mùsó kà dén kò	The woman washed the child.
9.	kɛ̌ yè jí mìnnà	kɛ̌ kà jí mìn	The man drank the water.
10.	à yè bón lɔ̀là	à kà bón lɔ̀	He built the house.
11.	mùsó yé fànî kòlà	mùsó kà fànî kò	The woman washed the cloth.
12.	àlù yè kínín sànnà	àlú kà kínín sàn	They bought cooked rice.
13.	kɛ̌ yé bàmbá gbàsìlà	kɛ̌ kà bàmbá gbàsì	The man struck the crocodile.
14.	àlù yé màló tìbìlà	àlú kà màló tìbì	They cooked rice.
15.	à yé tìyá yènnà	à kà tìyá yènnà	He saw the peanuts.
16.	àlù yé sɛ̌ fèrèlà	àlú kà sɛ̌ fèrè	They traded the sheep.
17.	kɛ̌ lù yé sènɛ́ kɛ̀là	kɛ̌ lú kà sènɛ́ kɛ̀	The men made a farm.

Drill 63.

Put the following sentences into the simple past tense with /rá/. Remember /rá/ > /dá/ after nasals.

	A	B	C
Example	à yé nàlà	à nàrà	He came.
1.	à yè tàlà	à tàrà	He went.
2.	mùsó yè bɔ̀là	mùsó bɔ̀rà	She went out.
3.	àlù yé sàlà	àlú sàrà	They died.
4.	à yè tɔ̀lɔ̀nnà	à tɔ̀lɔ̀ndà	He played.

5.	à yè bànnà	à bàndà	It ended.
6.	à yé bènnà	à bèndà	It dropped.
7.	àlù yé bènnà	àlú bèndà	They agreed.
8.	mùsó yé dònnà bón nà	mùsó dòndà bón nà	The woman entered the house.
9.	àlù yé fùàlà	àlú fùàrà	They died.
10.	à yè jìlà	à jìrà	It descended.
11.	dén yé kàsìlà	dén kàsìrà	The child wept.
12.	àlù yè kùmàlà	àlù kùmàrà	They talked.
13.	dén-kɛ́ yè kùnùnnà	dén-kɛ́ kùnùndà	The boy woke up.
14.	à yé lènnà	à lèndà	It melted.
15.	à yé mɔ̀là	à mɔ̀rà	It is ripened.
16.	àlù yé nàlà	àlú nàrà	They came.
17.	jírí yé nyènìnnà	jírí nyènìndà	The tree burned.
18.	àlù yè sèlà	àlù sèrà	They arrived.
19.	jùlá yé sɛ̀là	jùlá sɛ̀rà	The trader returned.
20.	kɛ̂ lù yé sìlà	kɛ̂ lú sìrà	The men sat.
21.	dém-músó yè wàlà	dém-músó wàrà	The girl left.
22.	wárá yè wùlìlà	wárá wùlìrà	The lion got up.
23.	mùsó lù yè yɛ̀lɛ̀là	mùsó lù yɛ̀lɛ̀rà	The woman laughed.

Drill 64.

The following sentences contain transitive and intransitive verbs. Make past tense sentences with /kà/ or /rá/.

	A	B	C
1.	à yé màlɔ́ tìbìlà	à kà màlɔ́ tìbì	She cooked rice.
2.	kɛ̂ lù yè sèlá yàn	kɛ̂ lù sèrá yàn	The men arrived here.
3.	súnkúrún yé màlɔ́ sànnà	súnkúrún kà màlɔ́ sàn	The girl bought rice.
4.	bàmbá yé wùlú kìnnà	bàmbá kà wùlú kìn	The crocodile bit the dog.
5.	dén-nín nù yé kàsìlà	dén-nín nú kàsìrà	The children cried.
6.	kɛ̂ lù yè bón lɔ̀là	kɛ̂ lù kà bón lɔ̀	The men built the house.
7.	àlù yè kúlún kɛ̀là	àlú kà kúlún kɛ̀	They made a canoe.
8.	dém-músó yè kùnùnà	dém-músó kùnùndà	The girl woke up.
9.	à yé nìsí gbàsìlà	à kà nìsí gbàsì	He struck the cow.
10.	àlù yé dɔ̀lɔ́ mìnnà	àlú kà dɔ̀lɔ́ mìn	They drank the beer.
11.	mùsó yé dònnà gbɛ̂ là	mùsó dòndá gbɛ̂ là	The women went into the kitchen.
12.	jírí yé fùàlà	jírí fùàrà	The tree died.
13.	súnkúrún yé bànkù-dá kɔ̀là	súnkúrún kà bànkù-dá kɔ̀	The girl washed the bowl.
14.	sìlá yè jìlà	sìlá jìrà	The monkey came down.
15.	súnkúrún yé màlɔ́ sùsùlà	súnkúrún kà màlɔ́ sùsù	The girl pounded rice.
16.	dɔ̀n-kílí yè bànnà	dɔ̀n-kílí bàndà	The song ended.

17. sɔ̀ lù yé sàlà
sɔ̀ lù sàrà — The horses died.

18. jùlá yé kɔ̀ fèrèlà
jùlá kà kɔ̀ fèrè — The trader sold salt.

19. kɛ̀ yè bɔ̀là
kɛ̀ bɔ̀rà — The man went out.

20. súnkúrún yé nàlà lú mà
súnkúrún nàrà lú mà — The girl came home.

21. kɛ̀ yé sènɛ́ kèlà
kɛ̀ kà sènɛ́ kè — The man made a farm.

Drill 65.
Put the following sentences into the negative with /má/. /má/ undergoes tonal dissimilation and negates both /kà/ and /rá/ sentences.

	A	B	C
Example	à bɔ̀rà	à mà bɔ̀	He did not leave.
1.	mùsó kà kɔ̀ sàn	mùsó má kɔ̀ sàn	The woman did not buy salt.
2.	súnkúrún kà màló sùsù	súnkúrún má màló sùsù	The girl did not pound rice.
3.	kɛ̀ kà mùsó gbàsì	kɛ̀ má mùsó gbàsì	The man did not strike the woman.
4.	súnkúrún kà màló kò	súnkúrún má màló kò	The girl did not wash the rice.
5.	àlú kà dɔ̀lɔ́ mìnnà	àlù má dɔ̀lɔ́ mìn	They did not drink the beer.
6.	à kà bón lɔ̀	à mà bón lɔ̀	He did not build the house.
7.	à tàrà	à mà tà	He did not go.

8. sǎ̀ sàrà
   sǎ̀ má ·à
   The snake did not die.

9. à jìrà
   à mà jì
   It did not come down.

10. mùsó̀ lú kàsìrà
    mùsó̀ lù má kàsì
    The women did not cry.

11. àlù kùnùndà
    àlù mà kùnùn
    They did not wake up.

12. à kà jírí̀ tɛ̀
    à mà jírí̀ tɛ̀
    He did not chop the wood.

13. àlú kà nyɔ̌̀ sùsù
    àlù má nyɔ̌̀ sùsù
    They did not pound the grain.

14. bàrná̀ mɔ̀rà
    bàrná̀ má mɔ̀
    The plantain did not ripen.

15. jírí̀ nyɛ̀nìndà
    jírí̀ má nyɛ̀nìn
    The tree did not burn.

16. mànsá̀ wùlìrà
    mànsá̀ mà wùlì
    The chief did not get up.

17. bìrɔ̀-là-mɔ́̀ sìrá yèn
    bìrɔ̀-là-mɔ́̀ má sì
    The office worker did not sit.

18. kɛ̌̀ kà bàn-jí̀ mìn
    kɛ̌̀ má bàn-jí mìn
    The man did not drink the palm wine.

19. mùsó̀ kà dòkú̀ fùà
    mùsó̀ má dòkú̀ fùà
    The woman killed the duck.

20. súnkúrúǹ nú kà ná̀ tìbì
    súnkúrúǹ nù mà ná̀ tìbi
    The girls did not cook the sauce.

21. kɛ̌`lú kà bín`kà

kɛ̌`lù mà bín`kà

The men did not cut the grass.

22. àlú kà sɛ̀né`kɛ̀

àlù má sɛ̀né`kɛ̀

They did not make the field.

23. án`kùmàrà

ám`mà kùma

We did not talk.

24. à lèndà

à má lèn

It did not melt.

CHAPTER NINE
VERB GOVERNED LOCATIVE PHRASES

In Maninka two kinds of locative phrases are governed by the verb and either of these locative phrases expresses static location. The application of the action of the verb to the object of the locative postposition is expressed by these constructions. The choice of post-postion is governed by the verb and whether such a locative phrase is permitted, optional or demanded is also governed by the verb.

I. Post-Verb Locative Phrases

In the sentence /à kà bɔ̀n jí mà/ 'It spilled into the water.', the locative phrase indicates toward what location the verb directs its action. This structure is superficially identical to /à kà bɔ̀n bɔ́ lá/ 'It spilled within the house.' but the latter expresses the static location of the action; the former expresses direction. The verb /bɔ̀n/ may or may not take a directional locative phrase and if it does, it must be a phrase using the postposition /mà/. All of this information needs to be indicated very precisely in a complete lexicon of each Manding Language. Here is a list of verbs and the postpositions which they govern: (X stands for the grammatical object)

Verb	Postpositional Phrase	Translation
bán	X lá	finish X
bàn	X rɔ́	to refuse X
X bèn	X kàn	drop X on X
bèn	X mà	agree on X
X bìla	X lá or rɔ́	deposit X at X
X bìla	X mà	connect X to X
bɔ́	X kàn	grow out of X
bɔ́	X mà	seek X
X dí	X mà	give X to X
X dɔ̀n	X lá	carry X to X
fɔ́lɔ	X mà	begin with X
X jìra	X lá	show X to X
lá	X lá	believe X
nà	X dí	come with X (bring X)
nà	X mà	arrive at X
nyìnika	X mà	call on, ask X
sé	X lé	be able to X
sɔ̀n	X lá	accept X
tá	X mà	go to X
tá	X dí	go with X (take X)
tàmbi	X lá	pass, surpass X
tɛ̀	X lá	cross X
yé (neg. is té)	X rɔ́	be in (favor of) X
yéle	X mà	laugh at X

II. Pre-Verb Locative Phrases

Three of the locative postpositions, /mà/, /lá/, /rá/ may occur between a direct object and a verb, e.g. /à lá dán!/ 'Repair it!' Whether or not a locative phrase occurs pre-verbally and the choice of a locative in that phrase is determined by the verb. The form /rá/ (/dá/ after a nasal) is certainly a variety of /ɾɔ́/ having the same general meaning of 'in' and initial consonant alternation of /r/ and /d/. The locatives found in this position are either suffixes on the object or prefixes on the verb. The evidence for their being suffixes is that the normal phonological changes occur as with other suffixes, i.e. the /l/ becomes [n, m, ny, ŋ] after nasals rather than remaining unchanged like word initial /l/. On the other hand, the locative form seems to produce an adverbial modification of the verb. Since, however, the locative attaches itself to the object and forms a typical locative phrase and since there are no prefixes in the language anyway, the locative could be considered to be part of the structure of the object. That is, some transitive verbs take locative phrases for objects. In passive sentences, however, the locative in question remains fastened to the verb when the object moves to first position, e.g. /à mà àlù rà bɛ̀n/ 'He has not reconciled them.' becomes /àlù mà rà bɛ̀n/ 'They have not been reconciled'. It is necessary to learn which verbs require which locative. /lá/ is also used as a causative marker. Examples are given below. (X stands for the grammatical object.)

Postposition + Verb	Translation
X lá báara	work X
X lá bán	exhaust, use up X
X lá bàtɔ	worship X
X lá bɛ̀n	drop X, kill X, make X fall
X rá bɛ̀n	reconcile X
X lá bòri	drive X, make X run, run with X
X lá bɔ́	make X exit: fire, shoot, display, perform
X rá bɔ́	carve out X
X lá bɔ̀n	pour X (grain or water)
X lá dɛ̀n	gather X
X mà dɛ̀n	gather X
X lá dí	sweeten X
X mà dɔ̀n X lá	move X to X
X lá fá	fill up X
X lá fára	divide X
X rá fára	tear X apart
X lá fɛ́	blow on X
X mà fɛ́nɛn	look at X
X rá fɛ́nɛn	look into X
X mà fìran	sweep X
X rá fɔ́	clap
X lá fɔ́	miss X
X lá fùa	erase, eradicate X
X lá gbán	spook X, make X jump or fly
X mà gbán	frighten X
X lá gbɛ́	whiten X
X rá gbɛ́	inspect X, observe X
X lá kà	open X
X rá kà	empty X

X rá kádi	break X in two
X lá kára	sew X, mend X
X mà kára	make X sorrow
X lá kùmun	make X acid
X lá lɔ́	arrest X
X lá lɔ́n	make X known
X lá mìn	give water to X
X mà mìn	drown X
X lá míra	1) hold onto X, 2) translate X
X mà míra	keep X
X rá míra	hold X in
X lá nà	make X come
X lá nà X mà	hand X to X
X lá sà	extinguish X
X lá sɛ̀	make X return
X lá sì	make X sit
X lá sílan	frighten X
X mà sílan	frighten X indirectly
X lá sòri	make X get up
X lá súma	make X damp
X rá tá	enter into X
X lá tála	divide X
X rá tála	divide X
X rá tɛ̀	split X
X lá télen	straighten X
X lá tɛ̀	make X cut or cross
X mà tɛ̀	trim X
X rá tɛ̀	cut in twain
X lá tìnyan	ruin X
X mà tìnyan	waste, harm X
X rá tìnyan	destroy X
X lá tólon	amuse X
X lá tún	close X
X lá wá	send X
X lá wùlen	redden X
X lá wúli	make X get up
X lá yɛ́lɛ	make X laugh

Note that in many cases a causative construction is formed if /lá/ is added to an intransitive verb, e.g. /bán/ 'finish', /lá bán/ 'exhaust', 'make finish'; /bèn/ 'fall', /lá bèn/ 'drop', 'make fall'; /bɔ́/ 'exit', /lá bɔ́/ 'send out', 'make exit'; /ná/ 'come', /lá nà/ 'bring', 'make come'. And so on. /lá/ is used as a general causative marker, /rá/ and /mà/ are not.

CHAPTER TEN
THE VERB PHRASE II

I. The Tone of Non-Final Verbs

Up to this point, the verbs used have been placed at the end of the sentence. In that position, verbs have had their tones lowered through the regular rules of tonal dissimilation. Non-Final disyllabic verbs do not undergo tonal dissimilation which is to say that high tone disyllabic verbs do not lower. Monosyllabic high tone verbs may or may not be lowered. Some speakers may lower the tone of these verbs randomly, occasionally or regularly. There appears to be no way to tell what a particular speaker will do in this regard. In the drills and exercises in this course, the tones of high tone, non-final, disyllabic verbs <u>will not be written lowered</u>.

Drill 66.

Here are some basic sentences using this kind of past verb phrase. Make each sentence negative.

	A	B	C
1.	à bándá bón-lɔ̀ là	à mà bám bón-lɔ̀ là	He did not finish the house building.
2.	àlú bàndá màlɔ́ rɔ̀	àlù má bǎn màlɔ́ rɔ̀	They did not refuse the rice.
3.	kɛ̌ kà kìsɛ́ bɛ̌n dǔ kàn	kɛ̌ má kìsɛ́ bɛ̌n dǔ kàn	The man dropped the grains on the ground.
4.	mùsɔ́ lú bɛ̀ndá kìtàbú mà	mùsɔ́ lù má bɛ̀n kìtàbú mà	The women did not agree on the book.
5.	súnkúrún kà màlɔ́ bìlà ná rɔ̀	súnkúrún má màlɔ́ bìlà ná rɔ̀	The girl put the rice in the sauce.
6.	dònsɔ́ kà: bìlà bóm mà	dònsɔ́ má: bìlà bóm mà	The hunter did not connect it to the house.
7.	mùsɔ́ kà: dɔ̌n kɛ̌ là	mùsɔ́ má: dɔ̌n kɛ̌ là	The woman did not carry it to the man.

8. à fɔ́lɔ́rá ḿ mà
à mà fɔ́lɔ́ ḿ mà
He did not begin with me.

9. à tèrè yá:`rɔ̀
à tèrè tá:`rɔ̀
He was not in favor of it.

10. à lárá tèlí`là
à mà lá tèlí`là
He did not believe the story.

11. mùsó`kà kínín`dí ń dém`mà
mùsó`mà kínín`dí ń dém`mà
The woman did not give cooked rice to my child.

12. àlú nàrà jí`dì
àlù má nà jí`dì
They did not bring water.

13. kɛ̌`nàrà lú`mà
kɛ̌`má nà lú`mà
The man did not arrive at home.

14. án`tárá lú`mà
ám`mà tà lú`mà
We did not walk home.

15. án`tárá kìtàbú`dì
ám`mà tá kìtàbú`dì
We did not take the book away.

16. súnkúrún`kà kìtàbú`jìrɛ̌ kàràm-mɔ́`là
súnkúrún`má kìtàbú`jìrɛ̌ kàràm-mɔ́`là
The girl did not show the teacher the book.

17. àlú sɔ̀ndá:`là
àlù má sɔ̌n àlà
They did not accept it.

18. bín`bɔ́rá dɔ̌`kàn
bím`mà bɔ́rá dɔ̌`kàn
The grass did not grow out of the earth.

19. àlù bɔ́rá bàn-jí`mà
àlù mà bɔ́rá bàn-jí`mà
They did not go out to find palm wine.

20. kàràm-mɔ́`nyìnìkàrà súnkúrúm`mà
kàràm-mɔ́`má nyìnìkà súnkúrúm`mà
The teacher did not call on the girl.

21. à sérá:`là

à mà sé àlà

He was not able to do it.

22. kɛ̌`tàmbìrá mùsó`là

kɛ̌`má tàmbɪ̌ mùsó`là

The man surpassed the woman.

23. à tèrà bá`là

à má tè bá`là

He did not cross the river.

24. àlù yélérá wùlú`mà

àlù mà yélé wùlú`mà

They did not laugh at the dog.

II. The Future Tense

The marker of the future tense is /dí/. This word can dissimilate to low but can also remain high for emphasis. In these drills, /dí/ will be written high even when it occurs in the environment /`\_\_\_\_\_´/. The negative of /dí/ is /té/ which always lowers in the environment /`_____´/.

Drill 67.

Change these past tense sentences into future tense sentences.

A	B	C
Example à kà màló`dí ḿmà	à dí màló`dí ḿmà	She will give me rice.
1. à kà jírí`tè	à dí jírí`tè	He will chop the tree.
2. à kà nyɔ̌`sàn	à dí nyɔ̌`sàn	She will buy grain.
3. jùlá`kà wùlú`gbàsì	jùlá`dí wùlú`gbàsì	The trader struck the dog.
4. à kà kɔ̌`sàn	à dí kɔ̌`sàn	He will buy salt.
5. mùsò-kórɔ́`kà màló`sùsù	mùsò-kórɔ́`dí màló`sùsù	The old woman will pound the rice.

6. kɛ̌ lú kà bàn-jí mìn
kɛ̌ lù dí bàn-jí mìn
The men will drink the palm wine.

7. mùsó kà à dén-nín nù kò
mùsó dá: dén-nín nù kò
The woman will wash her babies.

8. jùlá kà bàmbá fùà
jùlá dí bàmbá fùà
The trader will kill the crocodile.

9. à kà bón lɔ̀
à dí bón lɔ̀
He will build the house.

10. álú kà kínín sàn
álú dí kínín sàn
You (pl.) will buy cooked rice.

11. mùsó kà àlá fàní kò
mùsó dá: lá fàní kò
The woman will wash her clothes.

12. jùlà-kɔ́rɔ́ kà tlyá sàn
jùlà-kɔ́rɔ́ di tlyá sàn
The old trader will buy peanuts.

13. à nàrà
à dí nà
He will come.

14. àlú sàrà
àlù dí sà
They will die.

15. à tàrà
à dí tá
He will go.

16. à bàndà
à dí bán
It will end.

17. ń dén-nín nù kùnùndà
ń dén-nín nù dí kúnún
My children woke up.

18. mùsò-kɔ́rɔ́ kàsìrà
mùsò-kɔ́rɔ́ dí kàsì
The old woman will weep.

19. kínín` nyènìndà
kínín` dí nyènìn
The rice will burn.

20. nìsì-túlú` lèndà
nìsì-túlú` dí lèn
The butter will melt.

21. dònsó` sèrà
dònsó` dí sè
The hunter will return.

22. mɔ̀` lù yèlèrà
mɔ̀` lù dí yélé
The people will laugh.

23. bón-lɔ́-lá` kà kúlún` sàn
bón-lɔ́-lá` dí kúlún` sàn
The house builder will buy a canoe.

24. à bándá bón-lɔ́` là
à dí bán bón-lɔ́` là
He will finish building the house.

25. mùsó` lárá ńná
mùsó` dí lá ńná
The woman will believe me.

26. sɔ̀` tèrà bá` là
sɔ̀` dí tè bá` là
The horse will cross the river.

The negative of /dí/ is /té/, a form which undergoes tonal dissimilation.

Drill 68.
Change these affirmative future sentences to negative sentences.

	A	B	C
Example	à dí jírí` tè	à tè jírí` tè	He will not cut the tree.
1.	mùsó` dí màló` sàn	mùsó` té màló` sàn	The woman will not buy rice.
2.	dònsó` dí sòbó` fùà	dònsó` té sòbó` fùà	The hunter will not kill the game.

3. mɔ̌ lù dí bàn-jí mìn
   mɔ̌ lù té bàn-jí mìn
   The people will not drink the palm wine.

4. à dí sé
   à tè sè
   He will not arrive.

5. à dí wúlí
   à tè wùlì
   He will not get up.

6. kɛ̌ dí jírí bɛ̌n dǔ kàn
   kɛ̌ tè jírí bɛ̌n dǔ kàn
   The man will not drop the wood on the ground.

7. àlù dí kɛ̌ bìlɛ́ kàsó là
   àlù té kɛ̌ bìlɛ́ kàsó là
   They will not put the man in jail.

8. tùbàbú dí wódí nɛ́ àdì
   tùbàbú tè wódí nɛ́ àdì
   The European will not bring the money.

9. án dí wá lú mà
   án tè wá lú mà
   We will not go home.

10. kɛ̌ dí sɔ̀n wódí là
    kɛ̌ té sɔ̌n wódí là
    The man will not accept the money.

11. nìsí lù dí tɛ̌ sènɛ́ là
    nìsí lù té tɛ̌ sènɛ́ là
    The cows will not cross the field.

12. mànsá dí wódí dí ḿmà
    mànsá tè wódí dí ḿmà
    The chief will not give us money.

III. The Perfect Tense

The verbal auxiliary used to mark the perfect tense is /bárá/. This form exhibits tonal dissimilation only in intransitive sentences where the verb is the final element in the sentence and in transitive passive sentences where the agent is omitted and the verb is the last element in the sentence.

In the first instance (intransitive with final verb) some speakers keep both syllables of /bárá/ high before a low verb and others lower /bá/, i.e. /à bárá nà/ or /à bàrá nà/ 'He has come.' In the following drills the second alternative will be used, i.e. /bá/ will be lowered. Other than the two instances described above in which /bárá/ can be lowered, it remains high. The negative of /bárá/ is /má/.

Drill 69.

The sentences below are given in a number of different tenses. Put each sentence in the perfect.

	A	B	C
Example	à nàrà	à bàrá nà	He has come.
1.	à yé màlóˋ dàmùnnà	à bárá màlóˋ dàmùn	He has eaten the rice.
2.	dònsóˋ dí sòbóˋ fùà	dònsóˋ bárá sòbóˋ fùà	The hunter has killed the game.
3.	mùsóˋ yé yàbáˋ tìbìlà	mùsóˋ bárá yàbáˋ tìbì	The woman has cooked onions.
4.	à té màlóˋ sùsù	à bárá màlóˋ sùsù	She has pounded the rice.
5.	nyànkùmáˋ dí dònsóˋ kìn	nyànkùmáˋ bárá dònsóˋ kìn	The cat has bitten the hunter.
6.	mànsáˋ dí wódíˋ dá álúmà	mànsáˋ bárá wódíˋ dá: ´lúmà	The chief has given you money.
7.	à dén-kéˋ lù té tè báˋ là	à dén-kéˋ lù bárá tè báˋ là	His boys have crossed the river.
8.	àlù dì wárá lúˋ mà	àlù bárá wá lúˋ mà	They have gone home.
9.	wódíˋ dí mà àdì	wódíˋ bárá nằ àdì	The money has come with him.

10. àlú kà kɛ̌ lú bìlǎ kàsó là
àlù bárá kɛ̌ lú bìlǎ kàsó là
They have put the men in jail.

11. à dí kùrú bèn í sɛ̌n kàn
à bárá kùrú bèn í sɛ̌n kàn
He has dropped the rock on your foot.

12. àlù tè ńná bàn-jí mìn
àlù bárá ńná bàn-jí mìn
They have drunk my palm wine.

13. jùlà-kɔ́rɔ́ sàrà
jùlà-kɔ́rɔ́ bárá sà
The old trader has died.

14. à kà nìsí kùdù
à bárá nìsí kùdù
He has struck the cow.

15. wùlú dí nyàrí kìn
wùlú bárá nyàrí kìn
The dog has bitten the cat.

16. kɛ̀-kɔ́rɔ́ dì í yêⁿ*
kɛ̀-kɔ́rɔ́ bárá í yêⁿ
The old man has seen you.

17. báárá dí bán
báárá bárà bàn
The work has ended.

18. à dí bón lɔ̀
à bárá bón lɔ̀
He has built the house.

19. àlú kà kínín sàn
àlù bárá kínín sàn
They have bought cooked rice.

20. súnkúrún dí wódí dí mùsɔ̀-kɔ́rɔ́ mà
súnkúrún bárá wódí dí mùsɔ̀-kɔ́rɔ́ mà
The girl will give the money to the old woman.

21. à kà màló kà
à bárá màló kà
He has harvested the rice.

22. kɛ̌ dí mírí mùsó mà
kɛ̌ bárá mírí mùsó mà
The man has thought about the woman.

* Remember that final monosyllabic verbs have a falling tone.

23. mɔ̌ lù dí bɛ̌n tèlí mà
mɔ̌ lù bárá bɛ̌n tèlí mà
The people have agreed on the story.

24. à mà bám bón-lɔ́ là
à bárá bám bón-lɔ́ là
He has finished the house building.

25. à lèndà
à bárá lèn
It has melted.

26. kɛ̌ kà bàn-jí mìn
kɛ̌ bárá bán-jí mìn
The man has drunk the palm wine.

27. mùsó má dòkú fùà
mùsó bárá dòku fùà
The woman has killed the duck.

28. à mà jì
à bàrà jì
He has gone down.

29. mùsó lú kàsìrà
mùsó bárá kàsì
The woman has cried.

30. sèmbá sàrà
sèmbá bárá sà
The elephant has died.

31. à bɔ̀rà
à bárà bɔ̀
He has gone out.

32. mùsó kà kɛ̌ gbàsì
mùsó bárá kɛ̌ gbàsì
The woman has beat the man.

IV. The Imperative

The imperative structure in Maninka is quite simple and commands given in the imperative are readily understood. Whereas the use of the imperative provides an effective means of getting things done, it is not the most effective way of getting along with people. The use of a negative future question is more polite than the imperative, e.g. compare /màlɔ́ tù/ 'Pound the rice!' to /í té màlɔ́ tù?/ 'Will you not pound the rice?' Other ways to make requests of people can be found in the discussion of /ka/, /kan/ and /-tá/.

The affirmative imperative is simply the verb preceded by any object it may have, e.g. /nà!/ 'Come!', /à kè!/ 'Do it!' The intonation of an imperative sentence may be pitched higher than a declarative sentence and the overall downward movement of pitches may be made less steep. That is, ascending intervals are slightly wider than usual and descending intervals are slightly narrower.

In the affirmative imperative, the agent is normally /í/ or /álú/ or it is omitted altogether, e.g. /nǎ yàn!/ 'Come here!', /í nǎ yàn!/ 'You come here!', /álú nǎ yàn!/ 'You (pl.) come here!' In the negative imperative, the agents /í/ or /álú/ are used with /kána/, /í káná nǎ yàn!/ '(You) don't come here!' or /álú káná nǎ yàn!/ '(You pl.) don't come here!'

Drill 70.

The cues will be sentences in various tenses and aspects. Change each to an imperative sentence. Affirmative sentences should be made into affirmative imperative sentences with agents expressed and negative sentences should become negative imperative sentences. The exclamation point merely identifies the sentence as imperative.

	A	B	C
Example	í nàrà	í nà!	Come!
1.	í dí màló`sùsù	í màló`sùsù!	Pound the rice!
2.	í bárá sòbó`fùà	í sòbó`fùà!	Kill the game!
3.	álú bárá fàní`kò	álú fàní`kò!	You wash the cloth!
4.	í té wá	í káná wá!	Don't go!
5.	í dí jírí`sàn	í jírí`sàn!	Buy wood!
6.	álú bárá bón`lɔ́	álú bón`lɔ́!	You build the house!
7.	álú má jé`fùà	álú káná jé`fùà!	Don't fish!

CHAPTER ELEVEN
QUESTIONS AND MISCELLANY

I. Asking Questions in Maninka-kan

There are three basic ways of asking questions in Maninka-kan:
1. Question words such as /mùn/ 'what' and /mín/ 'where'
2. The general question particles /bà/ and /wà/
3. Question intonation.

Most simple sentences which do not contain question words can be made into questions by the use of intonation or the general question particles.

Question intonation consists of a rapid rise of pitch on the final syllable of an utterance, e.g. /à yé yàn/ 'He is here.' becomes /à yé yǎn?/ 'Is he here?' The Maninka equivalents of English questions which begin with will, can, do, does, did, could, would, etc., use question intonation rather than a question word.

Compare the following:

1.	à yé dǔ̂ kàn It is on the ground.	à yé dǔ̂ kǎn? Is it on the ground?
2.	à ká nyìn It is good.	à ká nyǐn? Is it good?
3.	kɛ̀-kísɛ́̀ lè It is a brave man.	kɛ̀-kísɛ́̀ lɛ̌? Is it a brave man?
4.	à yè wàlà He is going.	à yè wàlǎ? Is he going?
5.	à kà màló̀ tìbì She cooked rice.	à kà màló̀ tìbǐ? Did she cook rice?
6.	àlù bárá màló̀ dàmùn They have eaten rice.	àlù bárá màló̀ dàmǔ̌n? Have they eaten rice?
7.	à dí màló̀ sùsù She will pound rice.	à dí màló̀ sùsǔ? Will she pound rice?

The question mark (?) is used in this transcription <u>only</u> when question intonation occurs.

Most simple declarative sentences can also be made into questions by the use of the question particles which come at the end of the sentence, e.g. /à yé yàn/ 'He is here.' becomes /à yé yàm bà/ 'Is he here?' There is no question intonation with /bà/ or /wà/, but they may occur lower than any low tone that precedes them.

Drills on questions.

Return to Drill 37. Use column B as the cue line and change each statement into a question, first with intonation and then with /bà/ or /wà/. Do the same for Drills 40, 45 and 51.

There are numerous question words in Maninka. Each is illustrated below. /mín/ 'where' is one of the most common question words and it has already been introduced in the section on Locatives. (See Drill 40.) /mín/ comes at the end of a sentence in the locative position. Examples:

1. mùsó̀ yè mìn — Where is the woman?
2. wɔ̌́ yè mìn — Where is the forest?
3. à kà à kɛ̀ mìn — Where did he do it?
4. tàbílí yè mìn — Where is the table?

/mùn/ 'what' may or may not be followed by the specific determiner. When it is, its low tone becomes rising, /mǔn/. /mùn/ can replace almost any noun phrase (agent, object or object of a postposition), e.g.

1. mǔn kà fɛ́m̀ɛ̀n nàdàn — What made this thing?
2. kɛ̌́ kà mǔn nàdàn — What did the man make?
3. búkú yé mǔnkàn — Upon what is the book?
4. mùn ká dɔ́n — What is deep?

Drills on question words.

Return to Drill 62. Using column A as the cue, replace each object with /mùn/ once with the specific determiner and once without. Do the same for column B., e.g. /mùsó yé màló sànnà/ > /mùsó yé mùn sànnà/ or /mùsó yé mǔn sànnà/.

/mùn gbɛ̀dɛ̀/ 'what else' is more likely to occur as an object than as a subject.

1. à dí mùn gbɛ̀dɛ̀ kɛ̀ — What else will she do?
2. àlù bárá mùn gbɛ̀dɛ̀ dí mùnà — What else have they given me?
3. à kà mùn gbɛ̀dɛ̀ yèn — What else did he see?

/mùnà/ 'why' is from /mùn + lá/, literally 'for what?'. This form is usually found in the locative position, e.g. /à kà à kɛ̀ mùnà/ 'Why did he do it?' /mùndì/ 'as what' or 'for what purpose' is found in sentences of identity (i.e. NP /yé/ NP /dì/, where /mùn/ is the second NP), e.g. /à kùn yé mùndì/ 'What is it for?' ('What is its head?'), /mùrú yé mùndì/ 'What is the knife for?'

/dì/ 'how' is found at the end of the sentence. There is no question intonation. Study the following examples.

1. à kà à kɛ́ dì — How did he do it?
2. àlù dí jírí tɛ̌́ dì — How will they cut the tree?
3. à nàrá yàn dì — How did he come here?
4. í kɛ́tɔ́ bón lɔ́lá dì — How will you build the house?

/jèlí/ 'how many of' occurs after the noun whose quantity is wished to be known, e.g. /mɔ̀ jèlì yé yàn/ 'How many people are here?', /í nyá tɛ̀rɛ̀ yè dén-ké jèlìlà/ 'How many boys did you see?' The noun before /jèlí/ does not take the specific determiner, nor does /jèlí/.

/jíné/ and /jɔ́n/ mean 'who?' They occur as agents and objects of prepositions and verbs. /jíné/ is followed by the specific determiner.

1. jíné yé fànín kòlà — Who is washing clothes?
2. mùsó yè jíné kòlà — Who is the woman bathing?

/nyìmàn/ or /nyùmàn/ means 'which?' Very often it is combined with other words to form very common questions.

- sú nyìmàn — which type, what kind of
- kúlórí nyìmàn — which color
- tùmá nyìmàn(nà) — which time, when

Study the following examples.

1. màlóˋ súˋ nyìmàn yé yàn	What kind of rice is here?
2. àlú kà jíríˋ súˋ nyìmán tè	What kind of tree did they cut?
3. à bárá:ˋ bìlà tábálíˋ súˋ nyìmánkàn	What kind of table did they put it on?
4. bónˋ yè kúlɔ́ríˋ nyìmàn dì	What color is the house?
5. wùlúˋ yè kúlɔ́ríˋ nyìmàn dì	What color is the dog?
6. àlù bɔ́rá yèn / tùmáˋ nyìmànnà	When did they leave there?
7. à dá:ˋ kɛ̀ / tùmáˋ nyìmànnà	When will she do it?

II. The Conjunction /àní/

The form /àní/ (sometimes /ànú/ or simply /ní/ or /nú/) serves as a conjunction in Maninka-kan. It is probably a sequence of /à/ 'it' and /ní/ 'with'. Conjoining with /àní/ is not common. In the 255 lines which constitute the narratives in this book, only six sentences have the conjunction /àní/. All of the examples in the narratives conjoin noun phrases, e.g. /ánˋ nyáˋ tí-má-bónˋ dòlǎ, ànì gbálánˋ dó ànì fén síámán/ 'Our eyes are on a straw house and a platform and many things.'

Another type of conjunction is /kɔni/ or /koni/. This is possibly /kó/ 'thing' + /ní/ 'with'. This form is used to introduce sentences and has the possible meanings of but, then, and, and so, and however.

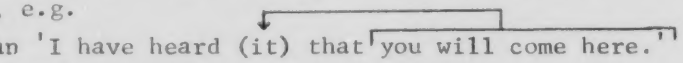
The form /ní/ or /nú/ also occurs in the expression /í nú wà lè/ 'How goes (it) with you?'

III. Indirect Discourse

In the sentence /à kà à fɔ́ / kó í dí nà/ 'He said that you will come.', the form /kó/ is often translated as 'that'. This /kó/ can also be looked upon as a verbal operator which means 'quoting'. /kó/ like non-final verbs does not lower with tonal dissimilation. The following sentences illustrate possible uses of /kó/.

kó ífà wárá lúˋ mà	Somebody says my father has gone home. or Quoting (somebody), your father has gone home. (Note the different pronouns in the translation.)
kɛ̌ˋ kó sìlá ká jàn	The man says the road is long.
démbá kó màlóˋ bàrà tìbì	Demba says that the rice has cooked.

Three verbs are used with /kó/ clauses. The verbs /mén/ 'hear', /lɔ́n/ 'know' and /fɔ́/ 'say' are transitive and the /kó/ clause is the actual object of the transitive verb. The pronoun /à/ which stands for the /kó/ clause occupies the normal object slot, e.g.



Drill 71.

Combine the following sentences to make sentences with /kó/ clauses.

	A	B
Example	démbá bárá:ˋ fɔ́ í bárá bónˋ dà gbɛ̀	démbá bárá:ˋ fɔ́ kó í bárá bónˋ dà gbɛ̀ Demba said that you inspected the house.

1. án` kà à lɔ̀n
   í bárá mɔ̀bìlí` lá bɔ̀rì

   án` kà à lɔ̀n kó í bárá mɔ̀bìlí` lá bɔ̀rì
   We know that you have driven the car.

2. í bárá:` fɔ̀
   í dí nǎ yàn

   í bárá:` fɔ̀ kó í dí nǎ yàn
   You have said that you will come here.

3. í kà à lɔ̀n
   í bárá jí` là bàn

   í kà à lɔ̀n kó í bárá jí` là bàn
   You know that you have used up the water.

4. à kà à fɔ̀
   à má dùrùkí` là kàrà

   à kà à fɔ̀ kó à má dùrùkí` là kàrà
   She said that she did not mend the shirt.

5. àlú kà à mɛ̀n
   í té àlù lá tìnyàn

   àlú kà à mɛ̀n kó í té àlù lá tìnyàn
   They heard that you will not destroy them.

IV. To Have To

In the sentence /à kà kán kà nǎ yàn/ 'He must come here.', the first /kà/ is low and the /kán/ which comes before /kà/ is always high. The three forms are found after the subject in the normal verbal auxiliary position.

Drili 72.

Change the following sentences to sentences with /ká kán kà/ regardless of their tense or aspect.

A	B	C
Example à dá:` dá:` mà	à kà kán kà à dá:` mà	He must give it to me.
1. à dí sɛ̀ lú` mà	à kà kán kà sɛ̀ lú` mà	She must return home.
2. àlù té màló` sùsù	àlù kà kán kà màló` sùsù	They must pound the rice.
3. àlù yè báárálá yèn	àlù kà kán kà báárá yèn	They must work there.

4. à bárá nyɔ̌ sùsù
à kà kán kà nyɔ̌ sùsù
He must pound the corn.

5. án mà móbílí sàn
án kà kán kà móbílí sàn
We must buy a lorry.

6. àlù tè bón lɔ̀
àlù kà kán kà bón lɔ̀
They must build the house.

7. à dí bán-jí dí ḿmà
à kà kán kà bán-jí dí ḿmà
He must give me palm wine.

8. à kà bón-kúrá dá:mà
à kà kán kà bón-kúrá dá:mà
He must give her a new house.

9. àlù bárá màló kò
àlù kà kán kà màló kò
They must wash the rice.

10. àlù dá álá lábàtɔ̀
àlù kà kán kà álá lábàtɔ̀
They must worship God.

11. án kà kɛ̌ làbàárà
án kà kán kà kɛ̌ làbàárà
We must make the man work.

12. à dī jírí làbàn
à kà kán kà jírí làbàn
He must use up the wood.

13. kɛ̌ bárá sòbó lábèn
kɛ̌ kà kán kà sòbó lábèn
The man must drop (kill) the game.

14. àlù dí nìsí lù lábòrì
àlù kà kán kà nìsí lù lábòrì
They must drive the cows.

15. mànsá bárá kɛ̌ làbɔ̀
mànsá kà kán kà kɛ̌ làbɔ̀
The chief must send out the man.

16. àlù bárà kúlún màdòn bá là
àlù kà kán kà kúlún màdòn bá là
They must move the boat to the river.

Drill 73.
The negative of /ká kán kà/ is /má kán kà/ 'must not'. Using the cues in the last drill, make all the sentences negative.

V. To Know How To

The forms /kòsán kà/ indicate 'to know how to' in sentences such as /í kòsán kà bón`lɔ?/ 'Do you know how to build a house?' The /kà/ is the so-called infinitive marker.

Drill 74.
Make sentences that state or ask how something is done using /kòsán kà/. Some of the cues are statements and others are questions.

	A	B	C
1.	í dí màló`sùsù?	í kòsán kà màló`sùsù?	Do you know how to pound rice?
2.	àlù bàrà bón`lɔ	àlú kòsán kà bón`lɔ	They know how to build the house.
3.	à dí móbílí`kò?	à kòsán kà mɔbílí`kò	Does she know how to wash the car?
4.	ń kà à ìàbàárà	ń kòsán kà à làbàárà	I know how to make him work.
5.	í dí sènɛ́`kɛ̀?	í kòsán kà sènɛ́`kɛ̀?	Do you know how to farm?

VI. The Benefactive Postposition

The form /yé/ or /nyé/ has much the same meaning as English 'for', in the phrase 'for him', i.e. 'in place of', 'instead of', 'for the benefit of'. Postpositional phrases with /yé/ are usually placed after the verb and before adverbs of time and place. Maninka speakers often favor /yé/ and Bambara and Dyula speakers favor /nyé/.

Drill 75
Add benefactive postpositional phrases to appropriate sentences in Drills 54, 58, 61, 64 and 65. For example:

súnkúrún`kà màló`kò	súnkúrún`kà màló`kò ńnàyè	The girl washed the rice for her mother.

VII. Miscellany

Many simple things like hearing and seeing are often expressed in Maninka in ways that are very different from usages in English. Each of these expressions utilizes a postpositional phrase of some type. Examples of each expression are given here for practice.

To Be Hungry

/kónkɔ/ is the word for hunger and this expression is literally: 'Hunger is on me', /kónkɔ̀ yè ńnà/. Study the following examples.

1.	kónkɔ̀ yè mùsɔ̀ là	The woman is hungry.
2.	kónkɔ̀ tɛ̀rɛ̀ yé wùlú là	The dog was hungry.
3.	kónkɔ̀ yè dén-nín nùlà	The children are hungry.
4.	kónkɔ̀ té bàmbá là?	The crocodile is not hungry?

To Have

There is no verb meaning 'have' in Maninka. To indicate this type of possession, the thing that is possessed is said to be at (or in) someone's hand, /màlɔ̀ yè ḿbóló/ 'I have rice.' This use of /bólo/ as a postposition is different from its use as a noun. At or in the hand would be /bólɔ̀ là/ or /bólɔ̀ rɔ̀/. The tone of /bólo/ does not lower when it is a noun; it does lower as a preposition. Study the following examples.

1.	kóló yé wùlú bòlò	The dog has a bone.
2.	bón yé mùsɔ̀ bòlò	The woman has a house.
3.	dùrùkí yè ḿ bòlò	I have a shirt.
4.	sɔ̀bɔ̀ yè dónsɔ̀ bòlò	The hunter has game.

To Like

When you like something you say that it is 'sweet for you.', e.g. /bán-jí kà dí ńyé/ 'I like palm wine.' ('Palm wine is sweet for me.') Study these sentences.

1.	bón-tí-yá kà dí kɛ̌ yè	The man likes house ownership.
2.	kínín kà dí ńyé	I like cooked rice.
3.	dén-nín-kéndé lù kà dí ńyé	I like healthy children.

The negative of /ká/ is /mán/.

Seeing and Hearing

It is possible to express seeing and hearing by literally having one's eye or ear 'on' something, e.g.

1.	ńnyá yè bón là	My eyes are on the house. I see the house.
2.	ń tóló yé nɔ̃sí là	My ear is on the cow. I hear the cow.

To Be Able To

The verb /sé/ which means generally to reach, also has the meaning of 'being able' in the future tense when a postpositional phrase with a sentence as its object follows it. To express present time, the future tense is used. For example:

	à dí sé à kɛ̀là	He can do it. (He will reach to its doing.)

Here is a paradigm of the uses of /sé/.

à dí sé à kɛ̀là	He can do it.
à tùn dí sé à kɛ̀là à tèrè dí sé à kɛ̀là	He was able to do it.
à bárá sé à kɛ̀là	He has been able to do it.
à kà sé à kɛ̀là	(It is done.)
à tùn bárá sé à kɛ̀là à tèrè bárá sé à kɛ̀là	He had been able to do it.
à tùn kà sé à kɛ̀là à tèré kà sé à kɛ̀là	(He is no longer able.)

To Want

To express the wanting of a thing the construction /ń yé fén fɛ̀/, literally 'I am near the thing.' is used.

1.	ń yé bón fɛ̀	I want a house.
2.	à yé nìsì-túlú fɛ̀	He wants butter.
3.	kɛ̀ yé kìtàbú fɛ̀	The man wants a book.
4.	jùlá yé jùlú fɛ̀	The trader wants a rope.

The form /fɛ̀/ has a low tone inherently. Although /fɛ̀/ means 'near' by itself, the compound postposition /dáfɛ̀/ is usually used to indicate location leaving /fɛ̀/ for this idiomatic usage.

COMMON SENTENCE STRUCTURES AND SLIDE NARRATIVES

The format for the Useful Phrases and the Slide Narratives is the same. Each line has five entries.

Line a. is a broad phonetic transcription of the Maninka-kan utterance showing tonal changes and alterations in the forms of words. Accents mark contrastive tone, i.e., ` = low, ´ = high, ˆ = high followed by a low or simply high falling, ˇ = low followed by a high or low rising. Occasional arrows are employed to show the direction of other tonal movements.

Line b. shows the approximate pitch in numerals. The number one (1) is the highest. Sentences beginning on a low tone always begin on pitch number two (2). These pitches are relative, not absolute. A (1) or a (2) simply represents the starting pitch of a sentence, the numerals that follow a (1) or (2) at the beginning of a sentence simply tell you where to go next. A hyphen between numerals indicates a falling or rising tone, i.e., 1-3 is falling and 4-3 is rising.

Line c. gives the base forms (as listed in the Lexicon) which a. is composed of. There are no tonal or any other changes in the forms in line c.

Line d. is a more or less literal translation of c. There are a few abbreviations used in line d. They are:

emph. - affirmative emphatic
neg. - negative
pl. - complex
ref. - reflexive
der. - derivational suffix

Line e. is an English translation of line a.

For this type of study, the student is asked to 'build' his own teaching machine. A typical device is a lead pencil which can be placed over the line one wishes to conceal. Notched and slotted cards are often used for this purpose.

It is intended that line c. be transcribed in the same form that words have in the lexicon. An effort has been made to reflect the semantic range of some words by selecting the most appropriate English word for line d. For instance, mombili is sometimes given as 'bus' and sometimes as 'truck' depending on what is being referred to.

Typical methods of using this five line presentation are presented in detail below.

I. Simple English to Maninka-kan translation.
Cover lines a., b., c. and d. with a card and attempt to translate line e. into Maninka-kan. One can check the accuracy or the translation by uncovering line a. or lines a. and b.

II. Simple Maninka-kan to English translation.
Cover lines b., c., d. and e. with a card and attempt to translate line a. into English. Since many of the sentences can be translated accurately in more than one way, it may be necessary to consult line d.

III. Practice in converting tonal accent marks to pitches.
Cover line b. with a pencil. Hum or whistle the relative pitches indicated by the various accents over the vowels in line a. (See Chapter Two, Section Three for an explanation of tonal marking.) Uncover line b. to check your pitch production.

IV. Checking your knowledge of the tonal markings of base forms.
Line c. has the basic tonal marking for each word or part of a word in line a. Line a. shows the tonal markings of the words in combination and reflects numerous tonal changes. Cover line c. with a pencil and work from line a. First determine which words have suffixes attached to them and identify both the suffix and the root, (i.e. fìlà is not fì + là and mèndɔ̀ is mèn + dɔ̀). Then attempt to cite the basic tonal marking of each form in line a. (either high or low) and check your decision against line c.

V. Practice in making tonal changes.
Cover lines a. and b. and work from line c. Examine the words in line c. and postulate what type of sentence structure they are likely to have. Attempt to produce the pitches found in line b. by applying the rules of tonal change found in Chapter Two, ff.

VI. Practice in vocabulary recall.
Cover line c. and work from line d. Translate each form in line d. to the proper form including tone in line c.

The slash (/) indicates what might be called tonal-disjuncture. Parts of the utterance which occur before or after a slash or in between slashes follow the tonal rules internally. The slash may interrupt the normal tonal sequences, however.

Common Sentence Structures

The following 113 sentences represent some of the more common structures used in Maninka-kan. Many of the structures seem repetitious. An effort has been made to introduce vocabulary and illustrate various tonal changes by substituting words with various tones. The instructions for using and parsing the sentences are identical to that proposed for the narratives.

There are minor pitch variances in the utterances of the speaker who recorded these sentences. They may be dialectal or idiolectal. In sentences 13, 15 and 16 for instance, the minus sign on the numeral 3 indicates that the pitch is closer to 2 than a normal three would be. In sentence number 19 the numeral 2+ indicates a pitch lower than a normal 2. In the instances where the pluses or minuses are used, the numeral used is the one which would be predicted by the rules devised to predict pitch from the lexical tone markings, i.e. óò > oo (1 3). In instances where the speaker does not go all the way to 3, 3- would be used.

Sentences 1-12 concentrate on the Durative Aspect, 13-19 on the Past Tense, 22-45 on Questions and Answers with mùn, 'What?', 46-56 on Questions with tùmá nyùmànnà, 'When?', 62-81 on Questions with mín, 'Where?', 82-111 on Questions and Answers with dì, 'How?'.

The numerals in parentheses in front of line b. indicate the number of times a sentence is repeated on the tape recording.

1. a. ń yé kɔ̀kó ` fɛ̀rɛ̀là

(2) b. (1 1 3 2 4 4 4)

c. ń yé kɔ̀ko ` féré la

d. I be koko the sell at

e. I am selling koko yams.

2. a. ń yé fóní ` fɛ̀rɛ̀là

(2) b. (1 1 1 1 3 3 3)

c. ń yé fóni ` féré la

d. I be fóni the sell at

e. I am selling foni.

3. a. ń yé sɔ̀bó ` fɛ̀rɛ̀là

(2) b. (1 1 3 2 4 4 4)

c. ń yé sɔ̀bo ` féré la

d. I be meat the sell at

e. I am selling meat.

4. a. ń yé bă ` lù fɛ̀rɛ̀là

(2) b. (1 1 3-2 4 4 4 4)

c. ń yé bà ` lú féré la

d. I be goat the pl. sell at

e. I am selling goats.

5. a. ń yé sóló-ká-sá ` fɛ̀rɛ̀là

(2) b. (1 1 1 1 1 1 3 3 3)

c. ń yé sóló ká sà ` féré la

d. I be mountain sheep the sell at

e. I am selling mountain sheep.

6. a. ń yé bón ` lɔ̀là

(2) b. (1 1 1 3 3)

c. ń yé bón ` lɔ̀ la

d. I be house the build at

e. I am building a house.

7. a. ń yé tá ` làdànà

(3) b. (1 1 1 3 3 3)

c. ń yé tá ` lá dán la

d. I be fire the on weave at

e. I am building a fire.

8. a. ń yé jásá ` lɔ̀là

(2) b. (1 1 1 1 3 3)

c. ń yé jása ` lɔ̀ la

d. I be fence the build at

e. I am building a reed fence.

9. a. ń yé gbɛ̌ ` lɔ̀là

(2) b. (1 1 3-2 4 4)

c. ń yé gbà ` lɔ̀ lá

d. I be kitchen the build at

e. I am building a kitchen hut.

10. a. ń yé bɔ̀lɔ̀-lɔ́ ` là

(2) b. (1 1 3 3 2 4)

c. ń yé bɔ̀lo(n) lɔ́ ` lá

d. I be tower build the at

e. I am at the building of a watch tower.

11. a. ń yé sánsara-lɔ́ ` là

(2) b. (1 1 1 1 1 1 3)

c. ń yé sánsara lɔ̀ ` lá

d. I be roof frame build the at

e. I am building a roof frame.

12. a. ń yé brìkì-dèn-lɔ́ ` là

(2) b. (1 1 3 3 3 2 4)

c. ń yé brìki dén lɔ̀ ` lá

d. I be brick child build the at

e. I am building bricks.

13. a. ń kà: ` sàn kúnùn

(2) b. (1 3- 3 2 4)

c. ń kà à sàn kúnun

d. I <u>past</u> it buy yesterday

e. I bought it yesterday.

14. a. ń kà kíní ` sàn kúnùn

(2) b. (1 3 2 2 4 3 5)

c. ń kà kíni(n) ` sàn kúnun

d. I <u>past</u> cooked rice the buy yesterday

e. I bought cooked rice yesterday.

15. a. ń kà màló ` sàn kúnùn

(2) b. (1 3- 3 2 4 3 5)

c. ń kà màlo ` sàn kúnun

d. I <u>past</u> rice the buy yesterday

e. I bought rice yesterday.

16. a. ń kà pía ` dó sàn kúnùn

(2) b. (1 3- 22 3 5 4 6)

c. ń kà pía ` dó sàn kúnun

d. I past avocado the some buy yesterday

e. I bought some avocados yesterday.

17. a. ń kà bànàn-kú ` dó sàn kúnùn

(2) b. (1 3- 3 3 2 3 5 4 6)

c. ń kà bànan-ku ` dó sàn kúnun

d. I past casava the some buy yesterday

e. I bought some manioc yesterday.

18. a. ń kà wùsé ` dó sàn kúnùn

(2) b. (1 3- 3 2 3 5 4 6)

c. ń kà wùse(n) ` dó sàn kúnun

d. I past sweet potato the some buy yesterday

e. I bought some sweet potatoes yesterday.

19. a. ń kà kú ` dɔ̀ lú sàn kúnùn

(2) b. (1 3 2+ 4- 3+ 5 4 6)

c. ń kà kú ` dó lú sàn kúnun

d. I past yam the some pl. buy yesterday

e. I bought some yams yesterday.

20. a. ń yé kú-sán ` nè là

(2) b. (1 1 1 1 3 3)

c. ń yé kú sàn ` lé lá

d. I be yam buy the emph. at

e. I am at the buying of yams.

21. a. ń yé màlɔ̀-sán ` nè là

(2) b. (1 1 3 3 2 4 4)

c. ń yé màlo sàn ` lé lá

d. I be rice buy the emph. at

e. I am buying rice.

22. a. í yé mǔn ` sànnà / sìnì

(1) b. (1 1 3-2 4 4 4 4)

c. í yé mùn ` sàn la síni

d. you be what the buy at tomorrow

e. What are you buying tomorrow?

23. a. í kétó mǔn ` sànnà / sìnì

(2) b. (1 1 1 3-2 4 4 4 4)

c. í ké tó mùn ` sàn la síni

d. you be-ing what the buy at tomorrow

e. What will you be buying tomorrow?

24. a. í kétó mǔn ` lɔ̀là / sìnì

(2) b. (1 1 1 3-2 4 4 4 4)

c. í ké tó mùn ` lɔ̀ la síni

d. you be-ing what the build at tomorrow

e. What will you be building tomorrow?

25. a. í kétó mǔn ` fèrèlà / sìnì

(2) b. (1 1 1 3-2 4 4 4 4 4)

c. í ké tó mùn ` fére la síni

d. you be-ing what the sell at tomorrow

e. What will you be selling tomorrow?

26. a. í yé mùnnà

(2) b. (1 1 3 3)

c. í yé mùn lá

d. you be what at

e. What are you at? What are you doing?

27. a. ń yé tá-lá-dán ` nà

(2) b. (1 1 1 1 1 3)

c. ń yé tá lá dán ` lá

d. I be fire on weave the at

e. I am at the building (weaving) of a fire.

28. a. í yé mùn kàràlà

(2) b. (1 1 3 3 3 3)

c. í yé mùn kára la

d. you be what sew at

e. What are you sewing?

29. a. ń yé fànìn-kárá ` là

(2) b. (1 1 3 3 2 2 4)

c. ń yé fànin kára ` lá

d. I be cloth sew the at

e. I am sewing cloth.

30. a. í yé mǔn ` fèrèlà

(2) b. (1 1 3-2 4 4 4)

c. í yé mùn ` fére lá

d. you be what the sell at

e. What are you selling?

31. a. ń yé sɔ̀bó ` lè fèrèlà

(2) b. (1 1 3 2 4 4 4 4)

c. ń ye sɔ̀bo ` lé fére lá

d. I be meat the emph. sell at

e. I am selling meat.

32. a. í yé mùn ` lɔ̀là

(2) b. (1 1 3 3 3)

c. í yé mùn ` lɔ̀ la

d. you be what the build at

e. What are you building?

33. a. ń yé bón-lɔ́ ` là

(2) b. (1 1 1 1 3)

c. ń yé bón lɔ̀ ` lá

d. I be house build the at

e. I am building a house.

34. a. í yé mǔn ` sànà

(2) b. (1 1 3-2 4 4)

c. í yé mùn ` sàn la

d. you be what the buy at

e. What are you buying?

35. a. ń yé sɔ̀bɔ̀-sán ` nà

(2) b. (1 1 3 3 2 4)

c. ń yé sɔ̀bo sàn ` lá

d. I be meat buy the at

e. I am buying meat.

36. a. í kà mùn kárá / kúnùn

(2) b. (1 3- 3 2 2 2 4)

c. í kà mùn kára kúnun

d. you past what sew yesterday

e. What did you sew yesterday?

37. a. ń kà ńá fàní ` kàrà / kúnùn

(2) b. (1 3 22 4 3 5 5 4 6)

c. ń kà ń lá fàni(n) ` kára kúnun

d. I past me on cloth the sew yesterday

e. I sewed my cloth yesterday.

38. a. í kà mǔn ` fèrè kúnùn

(2) b. (1 3- 3-2 4 4 3 5)

c. í kà mùn ` fére kúnun

d. you past what the sell yesterday

e. What did you sell yesterday?

39. a. ń tá màló ` fèrè kúnùn

(1) b. (1 1 3 2 4 4 3 5)

c. ń tá màlo ` fére kúnun

d. I was to rice the sell yesterday

e. I was to sell rice yesterday.

40. a. ń kà màló ` lè fèrè kúnùn

(1) b. (1 3 3 2 4 4 4 3 5)

c. ń kà màlo ` lè fére kúnun

d. I past rice the emph. sell yesterday

e. I sold rice yesterday.

41. a. í kà mǔn ` sàn kúnùn

(1) b. (1 3 3-2 4 3 5)

c. í kà mùn ` sàn kúnun

d. you past what the buy yesterday

e. What did you buy yesterday?

42. a. ń kà màló ` sàn kúnùn

(1) b. (1 3 3 2 4 3 5)

c. ń kà màlo ` sàn kúnun

d. I past rice the buy yesterday

e. I bought rice yesterday.

43. a. ń kétá* màló ` lè sànà sìnì

(1) b. (1 1 1 3 2 4 4 4 4 4)

c. ń ké tó màlo ` lè sàn la síni

d. I be-ing rice the emph. buy at tomorrow

e. I will be selling rice tomorrow.

* a ~ ɔ is perhaps an error in pronunciation

44. a. mǔn ` né nìn

(2) b. (2-1 2 4)

c. mùn ` lé nì(n)

d. what the emph. this very one

e. What is this?

45. a. mǔn ` nè wòdì

(1) b. (2-1 3 3 3)

c. mùn ` lè wòdi

d. what the emph. that

e. What is this?

46. a. à nàtó tùmá ` nyùmàn

(1) b. (2 2 1 3 2 4 4)

c. à nà tó tùma ` nyùmà(n)

d. he come-ing time the which

e. When will he come (here)?

47. a. à nàtó / wátí ` nyùmànà

(3) b. (2 2 1 1 1 3 3 3)

c. à nà tó wáti ` nyùmà(n) lá

d. he come-ing time the which at

e. When will he come (here)?

48. a. àlù bótó yàn / tùmá ` nyùmànà

(1) b. (2 2 1 1 3 3 2 4 4 4)

c. àlú bó tó yàn tùma ` nyùmà(n) lá

d. they exit-ing here time the which at

e. When will they leave here?

49. a. àlù wátó tùmá ` nyùmànà

(2) b. (2 2 1 1 3 2 4 4 4)

c. àlú wá tó tùma ` nyùmà(n) lá

d. they go-ing time the which at

e. When will they go?

50. a. kàrán ` dàmùnà tó / tùmá ` nyùmànà

(3) b. (2 1 3 3 3 2 4 3 5 5 5)

c. kàran ` dàmun la tó tùma ` nyùmà(n) lá

d. study the begin at -ing time the which at

e. When does studying begin?

51. a. dɔ̀n-kǐllá ` dàmùnà tó / tùmá ` nyùmànà

(2) b. (2 2 1 3 3 3 2 4 3 5 5 5)

c. dɔ̀n kíli lá ` dàmun la tó tùma ` nyùmà(n) lá

d. sing at the begin at -ing time the which at

e. When will singing begin?

52. a. àlú nàrà / tùmá ` nyùmànà

(2) b. (2 1 3 3 3 2 4 4 4)

c. àlu nà rá tùma ` nyùmà(n) lá

d. they come <u>past</u> time the which at

e. When did they come?

53. a. àlù bórá yàn / tùmá ` nyùmànà

(2) b. (2 2 1 1 3 3 2 4 4 4)

c. àlu bó rá yàn tùma ` nyùmà(n) lá

d. they exit <u>past</u> here time the which at

e. When did they leave?

54. a. à bándá tùmá ` nyùmànà

(2) b. (2 1 1 3 2 4 4 4)

c. à bán rá tùma ` nyùmà(n) lá

d. it finish <u>past</u> time the which at

e. When will it end?

55. a. à kérá tùmá ` nyùmànà

(2) b. (2 1 1 3 2 4 4 4)

c. à ké rá tùma ` nyùmà(n) lá

d. it happen <u>past</u> time the which at

e. When did it happen?

56. a. àlú nàtɔ́ tùmá ` nyùmànà

(2) b. (2 1 3 2 4 3 5 5 5)

c. àlú nà tɔ́ tùma ` nyùmà(n) lá

d. they come-ing time the which at

e. When will they come?

57. a. àlù wátɔ́ / tùmá ` nyùmànà

(2) b. (2 2 1 1 3 2 4 4 4)

c. àlú wá tɔ́ tùma ` nyùmà(n) lá

d. they go-ing time the which at

e. When will they go?

58. a. àlù wátɔ́ kàràn-díà ` / tùmá ` nyùmànà

(2) b. (2 2 1 1 3 3 24 4 3 5 5 5)

c. àlú wá tɔ́ kàran día ` tùma ` nyùmà(n) lá

d. they go-ing learn place the time the which at

e. When will they go to school?

59. a. àlú nàrà kúnùn

(2) b. (2 1 3 3 2 4)

c. àlú nà rá kúnun

d. they come <u>past</u> yesterday

e. They came yesterday.

60. a. àlù wárá / kúnùn

(2) b. (2 2 1 1 1 3)

c. àlú wá rá kúnun

d. they go <u>past</u> yesterday

e. They went yesterday.

61. a. àlù dí nà sínì

(2) b. (2 2 1 3 2 4)

c. àlú dí nà síni

d. they fut. come tomorrow

e. They will come tomorrow.

62. a. í wátó mín

(2) b. (1 1 1 1)

c. í wá tó mín

d. you go-ing where

e. Where are you going?

63. a. màmàdù yè mǐn

(2) b. (2 2 2- 2 2)

c. màmadu yé mín

d. mamadu be where

e. Where is Mamadu?

64. a. màmàdù brá ` yè mǐn

(2) b. (2 2 2- 1 3 3)

c. màmadu bára ` yé mín

d. mamadu home the be where

e. Where does Mamadu live?

65. a. í fà yè mǐn

(2) b. (1 3 3 3)

c. í fà yé mín

d. your father be where

e. Where is your father?

66. a. í fà brá ` yè mǐn

(2) b. (1 3 2 4 4)

c. í fà bára ` yé mín

d. your father home the be where

e. Where is your father's home?

67. a. ńná kǐtàbú ` yè mǐn

(2) b. (1 1 3 3 2 4 4)

c. ń lá kǐtabu ` yé mín

d. me on book the be where

e. Where is my book?

68. a. í lá sɛ̀nɛ́ ` yè mǐn

(2) b. (1 1 3 2 4 4)

c. í lá sɛ̀nɛ ` yé mín

d. you on field the be where

e. Where is your field?

69. a. í dǐ-nyɔ́ ` lù yè mǐn

(5) b. (1 3 2 4 4 4)

c. í dǐ nyɔ́ ` lú yé mín

d. you friend the pl. be where

e. Where are your friends?

70. a. ń dǐ-nyɔ́ ` l yè mǐn

(2) b. (1 3 2 4 4)

c. ń dǐ nyɔ́ ` lú yé mín

d. I friend the pl. be where

e. Where are my friends?

76. a. póstɛ ` yè mìn

(2) b. (1 1 3 3)

c. póste ` yé mín

d. post the be where

e. Where is the postoffice?

77. a. pòlìsí ` yè mìn

(2) b. (2 2 1 3 3)

c. pòlisi ` yé mín

d. police the be where

e. Where is the police station?

78. a. tɛ́lɛ́grám-bílá-díá ` yè mìn

(2) b. (1 1 1 1 1 1 1 3 3)

c. télegram bìla día ` yé mín

d. telegram release place the be where

e. Where is the telegraph office?

79. a. dɔ̀tró ` yè mìn

(1) b. (2 1 3 3)

c. dɔ̀tro ` yé mín

d. doctor the be where

e. Where is the doctor?

80. a. kàràn-díá ` yè mìn

(2) b. (2 2 11 3 3)

c. kàran día ` yé mín

d. learn place the be where

e. Where is the school?

81. a. lèkólí ` yè mǐn

(2) b. (2 1 1 3 3)

c. lèkóli ` yé mín

d. school the be where

e. Where is the school?

82. a. à nàrá yàn dǐ

(2) b. (2 2 1 3 3+)

c. à nà rá yàn dǐ

d. he come <u>past</u> here how

e. How did he come here?

83. a. í kà: ` ké dǐ

(2) b. (1 3 2 4)

c. í kà à ké dǐ

d. you <u>past</u> it do how

e. How did you do it?

84. a. àlú kà nǐsí ` fùá dǐ

(2) b. (2 1 3 3 2 4-3 5)

c. àlú kà nǐsi ` fùa dǐ

d. they <u>past</u> cow the kill how

e. How did they kill the cow?

85. a. àlú kà tá ` làdán dǐ

(2) b. (2 1 3 2 4 3 5)

c. àlú kà tá ` lá dán dǐ

d. they <u>past</u> fire the on weave how

e. How did they build the fire?

86. a. mùsó ` kà fànín ` kárá dì

(2) b. (2 1+ 3- 3 2 3 3 4)

c. mùso ` kà fànin ` kára dì

d. woman the <u>past</u> cloth the sew how

e. How did the woman sew the cloth?

87. a. í nàrá yàn dì

(2) b. (1 3 2 4 4)

c. í nà rá yàn dì

d. you come <u>past</u> here how

e. How did you come here?

88. a. í wátó yèn dì

(2) b. (1 1 1 3 3)

c. i wá tó yèn dì

d. you go-ing there how

e. How will you go there?

89. a. í dí nǎ yàn dì

(2) b. (1 1 3-2 4 4)

c. í dí nà yàn dì

d. you <u>fut</u>. come here how

e. How will you come here?

90. a. àlù wátó lú ` mà dì

(2) b. (2 2 1 1 1 3 3)

c. àlú wá tó lú ` mà dì

d. they go-ing home the on how

e. How will they get home?

91. a. àlú kà bá ` tɛ̌ dì

(3) b. (2 1 3 2 4-3 5)

c. àlú kà bá ` tɛ̀ dì

d. they past river the cut how

e. How did they cross the river?

92. a. àlù kétó bón ` lɔ̀lǎ dì

(2) b. (2 2 1 1 1 3 3-2 4)

c. àlú ké tó bón ` lɔ̀ la dì

d. they do-ing house the build at how

e. How will they build the house?

93. a. à kétó fàní ` kàràlǎ dì

(2) b. (2 1 1 3 2 4 4 4-3 5)

c. à ké tó fàni(n) ` kára la dì

d. she be-ing cloth the sew at how

e. How will she repair the cloth?

94. a. í wátó kàràn díá ` dì

(2) b. (1 1 1 3 3 22 4)

c. í wá tó kàran día ` dì

d. you go-ing learn place the how

e. How will you get to school?

95. a. à nàrá yàn dì

(1) b. (2 2 1 3 3+)

c. à nà rá yàn dì

d. he come past here how

e. How did he come here?

96. a. à nàrà mómílí ` rɔ̀

(1) b. (2 2 2 1 1 1 3)

c. à nà rá mómili ` dɔ̀

d. he come past vehicle the in

e. He came in a car.

97. a. à nàrà dóní dóní

(1) b. (2 2 2 1 1 1 1)

c. à nà rà dóni dóni

d. he come past slow slow

e. He came slowly.

98. a. à nàrà jóná?

(1) b. (2 2 2 1 1)

c. à nà rà jóna

d. he came past suddenly

e. He came suddenly.

99. a. à yélé-mán-tó nàrà

(2) b. (2 1 1 1 1 3 3)

c. à yéle mán tó nà rá

d. he laugh of state come past

e. He came laughing.

100. a. à kàsí-màn-tó nàrà

(2) b. (2 2 2 2 1 3 3)

c. à kàsi mán tó nà rá

d. he cry of state come past

e. He came crying.

101. a. í kà: ` kɛ́ dì

(2) b. (1 3 2 4)

c. í kà à kɛ́ dì

d. you past it do how

e. How did you do it?

102. a. ń kà: ` kɛ̀ kónyà?

(3) b. (1 3- 3 2 4)

c. ń kà à kɛ́ kónya

d. I past it do well

e. I did it well.

103. a. ń kà: ` kɛ̀ dón dón

(2) b. (1 3 3 2 2)

c. ń kà à kɛ́ dóni dóni

d. I past it do slow slow

e. I did it slowly.

104. a. ń kà: ` kɛ̀ jóná?

(2) b. (1 3 3 2 2)

c. ń kà à kɛ́ jóna

d. I past it do quickly

e. I did it quickly.

105. a. àlú kà: ` fùà / mùrú ` là

(2) b. (2 1 3 33 3 2 4)

c. àlú kà à fùa mùru ` lá

d. they past it kill knife the with

e. They killed it with a knife.

106. a. àlú kà jírí ` tɛ̌ dì

(3) b. (2 1 3 2 2 4-3 5)

c. àlú kà jíri ` tɛ̀ dì

d. they past tree the cut how

e. How did they chop the tree?

107. a. àlú kà: ` ké mùrù-bá ` lá

(2) b. (2 1 3 2 4 4 3 5)

c. àlú kà à ké mùru ba ` lá

d. they past it do knife big the with

e. They did it with a big knife.

108. a. í nàrá yǎn dì

(2) b. (1 3 2 4-3 5)

c. í nà rá yàn dì

d. you come past here how

e. How did you get here?

109. a. ń nàra / sám-má-kúlún-nɛ́n ` dɔ̀

(2) b. (1 3 2 2 2 2 2 2 4)

c. ń nà rá sán mà kúlun nɛn ` dɔ́

d. I come past sky on canoe small the in

e. I came in an airplane.

110. a. í kétá: ` kɛ̀lǎ dì

(2) b. (1 1 1 3 3-2 4)

c. í ké tá à ké la dì

d. you be mean it do at how

e. How are you meant to do it?

111. a. ńá: ` kɛ̀ kónyà?

(2) b. (11 3 2 4)

c. ń tá à kɛ́ kónya

d. I mean it do well

e. I am to do it well.

112. a. à yé yǎn ↗?

(1) b. (2 1 3-1)

c. à yé yàn

d. he is here

e. Is he here?

113. a. à yé yàm bà

(1) b. (2 1 3 3+)

c. à yé yàn bà

d. he be here question marker

e. Is he here?

The Slide Narratives

Twelve 35 mm color slides accompany the following narratives. The narratives are to be considered naturally spoken Maninka-kan and do not follow any order in the presentation of grammatical points or vocabulary. The slides or prints are to be viewed while the tape is played. The tape can be stopped so that the student can answer the questions written into the material. After the narratives have been mastered they can be used by pairs of students as dialogs. The monolog narratives make sense when they are practiced by individuals in a way that dialogs do not. Since the number of students studying this language is often quite small, it is felt that monologs are more appropriate in this instance.

The first twelve narratives are by one speaker and the last three by another. Although both speakers are from the Kankan area there are noticeable differences between them.

The numeral in parentheses before line b. of each sentence is the number of times the sentence is heard on the tape.

Notes on the Narratives

The Roman numeral indicates the narrative number, the Arabic numeral indicates the sentence number and the letter indicates the line. Some irregularities are footnoted in the texts and will not be mentioned here.

I-2	This utterance is the title of the picture.
I-4-a	The slash (/) indicates what might be called tonal-disjuncture. Parts of the utterance which occur before or after a slash or in between slashes follow the tonal rules internally. The slash may interrupt the normal tonal sequences, however. In I-4-a, ǎ ends on a high which is a three. The à of àní on the other side of the slash begins on three. If the slash were not there, àní would begin on four.
I-4-a	The comma after fìlàlà causes a rising pitch in Maninka the same as it does in English. Sometimes the rise may be more than one pitch step.
I-12-a	ŋhm̌ is just one of many ways of indicating agreement or 'yes'.
I-13-a	Notice the sharp rise (3 to 1) on ...nyɛ̌?. This is question intonation.
II-3-a	Parentheses around an element in line a. indicate that the element may or may not occur in the taped utterance.
II-3-c	Parentheses in line c. indicate that the element may be deleted from line a.
III-6-a	ɛ̌?ɛ̀ is one of many ways of saying 'no'.
III-13-a	The arrow indicates a rise from a high tone or acute accent. A low rise is ˇ and a high rise is ´↗.
IV-9-b	The arc over pairs of digits indicates that they form one numeral, i.e. 1̂2 is twelve.
VII-19-a,c	hán is highly variable and usually pronounced very long and heavily nasalized.
XII-8-a,b,c	In one instance, the ù from lú is present on the tape and in another it is absent.
XIII-10-a	ã̀ represents án`.
XIV-7-a	ká ìn is a typical rendering of ká nyìn.
XIV-9-d	nyɛ́nɛ́tɛ̀ is only very roughly translated as have fun.

Narrative Number One

1. a. fɔ̀tɔ̀ fɔ́lɔ̂

(2) b. (2 2 1 1-3)

c. fɔ̀to fɔ́lɔ `

d. photo first the

e. The first picture.

2. a. bɔ́ábá-tôn

(3) b. (11 1 1-3)

c. bɔ́aba tòn `

d. termite hill the

e. The termite hill.

3. a. án` yé mùn yélá fɔ̀tɔ́`mèndɔ̀

(2) b. (1 2 4 3 3 5 4 6 6)

c. án` yé mùn yé(n) la fɔ̀to ` mén dɔ́

d. we be what see at picture the this in

e. What do we see in this picture?

4. a. án` nyá`mɔ̀ fìlàlằ, / ànì bɔ́ábá-tón`dɔ̀

(2) b. (1 2 4 4 4 4-3 3 3 22 2 2 4)

c. án` nyá ` (yé) mɔ̀ fìla lá à ní bɔ́aba tòn ` dó

d. our eye the is person two on it with termite house the one

e. We see two people and a termite hill.

5. a. mɔ̌ sú nyìmàn yé̌, mɔ̌ wɔ̀ lú dì

(2) b. (2-1 2 4 4 4-3 2-1 3 2 4)

c. mɔ̀ ` sú nyìmàn yé mɔ̀ ` wó lú dì

d. person the type what type is person the that pl. as

e. What kind of people are those?

6. a. mɔ̌ lú kà kán kà kɛ̀ kɔ́-dɔ́-lá-pé mɔ̌ llédì

(2) b. (2-1 2 4 3 5 5 4 4 4 4 6-5 6 8)

c. mɔ̀ ` lú kà kán ká ké kɔ́-də-la-pe mɔ̀ ` lú lé dì

d. person the pl. must to be peace corps person the pl. emph. as

e. The people must be Peace Corps people.

7. a. mǔn kà fém-bá` mɛ̀n nàdàn

(2) b. (2-1 3 2 2 4 4 4)

c. mùn kà fén ba ` mɛ́n lá dán

d. what did thing big the this on make

e. What made this big thing?

8. a. bɔ́ábá-dén-nɛ́n-síá-mám-bâ

(2) b. (11 1 1 1 11 1 1-3)

c. bɔ́aba dén nɛn sía mán ba `

d. termite baby small plenty of big the

e. Lots of small termites.

9. a. jírí-dén-nɛ́n-sú` dó lɔ̀nɛ̀n / bɔ́ábá-tón` kàn

(2) b. (1 1 1 1 1 2 4 4 33 3 3 5)

c. jíri dén nɛn sú ` dɔ́ lɔ̀ nɛn bɔ́aba tɔ̀n ` kàn

d. tree child small type the some stood comp. termite hill the upon

e. A vine is growing on the termite hill.

10. a. fén` wɔ̀ bé yé wɔ̌ lèdɔ̀

(2) b. (1 3 2 2 4-3 5 5)

c. fén ` wó bé yé wà ` lé dɔ́

d. thing the that all is forest the emph. in

e. All of that is in the forest.

11. a. kɛ̀ fɪ̀lá` wɔ̀ lù yè ì dɪ̌ɛ̌?

(2) b. (2 2 1 3 3 3 3 33-2)

c. kɛ̀ fɪ̀la ` wɔ̀ lú yé í* dí yá * í used as a reflexive can be lowered

d. man two the that pl. be ref. sweet der.

e. Are those two men happy?

12. a. ɲɲɪ̌ɲ̌ / à kɛ̀nɛ̀n kóm àlù yè ì dìà

(2) b. (2 2-1 2 2 2 1 3 3 3 3 33)

c. ɲɲɪ̌ɲ̌ à ké nɛn kó(m) àlú yé í dí yá

d. yes it become comp. that they be ref. sweet der.

e. Yes, they look happy.

13. a. àlù yé sílaná / bɔ́ábá` nyɛ̌?

(2) b. (2 2 2 1 1 1 11 1 3-1)

c. àlú yé sílan la bɔ́aba ` nyé

d. they be fear on termite the for

e. Are they afraid of termites?

14. a. à sí tá:` bóló` mɔ̀àlà bɔ́ábá-tón` nà

(2) b. (2 1 1 2 2 44 4 33 3 3 5)

c. à(lú) sí té à bólo ` mɔ̀a la bɔ́aba tón ` lá

d. they no not it hand the touch at termite house the on

e. None of them is touching the termite mound.

15. a. mɔ̀ jèlí tɛ̀rɛ̀ wɛ̌` dɔ́ fɔ̀tɔ́` mén tɛ̀rɛ̀ tàlà / tùmá` mɛ̀n

(2) b. (2 2 1 3 3 3-2 4 6 5 6+ 8 8 8 8 8 7 9)

c. mɔ̀ jèlí tɛ̀rɛ(yé) wà ` dɔ́ fɔ̀to ` mén tɛ̀rɛ. . .

d. person how many past be forest the in picture the this past. . .

c. . . . tá la tùma ` mén

d. . . .take on time the this

e. How many people were in the forest at the time this picture was taken?

16. a. tùmàdò / mɔ̀ fɪ̀lá` lé tɛ̀lɛ́* yèn

(2) b. (2 2 2 2 2 1 2 4 3 5)

c. tùmado mɔ̀ fɪ̀la ` lé tèrɛ (yé) yèn

d. perhaps person two the emph. past be there

e. Perhaps two were there.

* tɛ̀lé is an occasional variant of téré

17. a. tùmàdò / kɛ̀ gbéré tèré yèn wò lé nɔ̀ kɛ̀lá fòtó` tàlà

(2) b. (2 2 2 2 1 1 3 2 4 4 3 5 5 4 6 5 7 7)

c. tùmado kɛ̀ gbédɛ tèrɛ (yé) yèn wó lé nɔ̀ ké la. . .

d. perhaps man other past be there that emph. must be at. . .

c. . . . fòto ` tà la

d. . . .picture the take at

e. If another man was there, he had to have taken the picture.

18. a. bɔ́ábá-tón` nyàtɔ́nɔ́` yé mùndɪ̀ mɔ̌` lúmà / mɔ̌` mɛ̀nnù másɪ̀nɛ̀n / wǎ` dáfɛ̀

(2) b. (11 1 1 3 2 2 3 5 5 5-4 5 7 4-3 5 5 4 6 6 6-5 6 8)

c. bɔ́aba tón ` nyàtɔ́nɔ ` yé mùndɪ̀ mɔ̀ ` lú mà . . .

d. termite house the purpose the is what as people the pl. for. . .

c. . . . mɔ̀ ` mɛ́n lú má sɪ̀ nɛn wà ` dáfɛ̀

d. . . .person the this pl. on sleep comp. forest the near

e. Of what use to people in the forest is the termite mound?

19. a. ḿ má:` lɔ̀n

(2) b. (1 1 3)

c. ḿ má à lɔ́n

d. I not it know

e. I don't know.

Narrative Number Two

1. a. fòtò fílá-nân

(2) b. (2 2 1 1 1-3)

c. fòto fila ná(n) `

d. photo two ordinal the

e. The second picture.

2. a. mìsírî

(2) b. (2 1 1-3) or (2 1 3)

c. mìsírí `

d. mosque the

e. The mosque.

3. a. bón` sú nyìmàn (yé) nì

(2) b. (1 2 4 4 4)

c. bón ` sú nyìmàn (yé) dì

d. house the type what kind be as

e. What kind of a building is this?

4. a. mìsírí` lè yè

(2) b. (2 1 1 3 3)

c. mìsírí ` lé yé

d. mosque the emph. is

e. It is a mosque.

5. a. jíné` yé sìlá yèn / à kǔn` yé mùndì

(2) b. (1 1 2 4 3 5 4 4-3 4+ 6 6)

c. jíné ` yé sì la yèn à kùn ` yé mùndì

d. who the be sleep at there its head the is what for

e. Who lives there; what is it for?

6. a. mísílímín` nù là sálí-díá` lè yè

(2) b. (1 1 1 1 3 3 2 2 22 4 4)

c. mísilimin ` lú lá sáli día ` lé yé

d. moslem the pl. on holy place the emph. is

e. It is the moslem's holy place.

7. a. mùndó bɔ̌` kɛ̀nɛ́n kà bón` nàmìnì

(2) b. (2 1 3-2 4 3 5 4 6 6 6)

c. mùn dó bɔ̀ ` ké nɛn kà bón ` lá míni

d. why bamboo the make comp. to house the on wrap

e. Why are there sticks around the building?

8. a. ní àlù màkɛ̀ mìsírí` mámùnǎ, àlù yé à lábɛ̀nnà

(2) b. (1 3 3 3 3 3 2 2 3 5 5-4 5 5 4 6 5 7 7)

c. ní àlú má ké mìsírí ` mámùn la àlú yé à lá bɛ̀n la

d. if they not be mosque the paint at, they be it on repair at

e. They are either painting or repairing the mosque.

9. a. mànìnkà-kàn-fɔ́-lá` síámán yé mísílímín` dǐ?

(2) b. (2 2 2 2 2 1 22 2 2 2 2 2 2 4-3)

c. màninka kán fɔ́ la ` sía mán yé mísilimin ` dì

d. Maninka language speak-er the many of are moslem the as

e. Are there many Maninka speakers who are Moslems?

10. a. m̩hm̩̌ / à síámán yé mísílímín` dì

(2) b. (2 2-1 2 11 1 1 1 1 1 1 3)

c. m̩hm̩̌ à sía mán yé mísilimin ` dì

d. yes it plenty of is moslem the as

e. Yes, there are many moslems.

11. a. à mén` hyè mísílímín` dì wòí lè tó mànìnkà-mórì

(2) b. (2 1 3 3 2 2 2 4 4-3 5 4 6 6 6 5 7)

c. àlú mén ` lú yé mísilimin ` dì wó ` lú lé . . .

d. they this the pl. be moslem the as that the pl. emph. . .

c. . . . tó màninka móri

d. . . .name maninka mɔri

e. This is the Moslem which is called Maninka-mɔri.

12. a. mìsírí` yè kúlɔ́rí` ny(ì)màn dì

(2) b. (2 1 1 3 2 2 2 4 4 4)

c. mìsiri ` yé kúlɔri ` nyìmàn dì

d. mosque the is color the which as

e. What color is the mosque?

13. a. à gbénén` nè

(2) b. (2 1 1 3)

c. à gbé nɛn ` lé

d. it white comp. the emph.

e. It is white.

14. a. jìá` mén` yè bóló-márán` nǎ, mùn yé wòdì

(2) b. (21 2 4 3 3 3 3 5-4 6 5 7 7)

c. jìa ` mén ` yé bólo máran ` lá mùn yé wòdi

d. shadow the this the is hand left the at what is that

e. What is this shadow at the left?

15. a. í lá:` fɔ̀ kɔ̀ móbílí` dɔ̀ fénéntéré` lè

(2) b. (1 1 3 3 2 2 2 4 3 3 3 3 5)

c. í dí à fɔ́ kó móbili ` dɔ́ fénɛntɛrɛ ` lé

d. you will it say saying vehicle the in window the emph.

e. You would say it's a window in a car.
It looks like a window in the car.

16. a. fòtó` mén tànɛn kɛlǎ mɔ̌` lè bòlò mɔ̌ mén nànɛn mísírí` làgbɛlà

(2) b. (2 1 2 4 4 44-35-4 6 6 6 6-5 6 8 8 7 7 7 9 9 9)

c. fòto ` mén tà nɛn ké la mɔ̀ ` lé . . .

d. picture the this take comp. do at person the emph. . .

c. . . .bólo mɔ̀ ` mén nà nɛn mísiri ` lá gbé la

d. . . .by person the who came comp. mosque the on look at

e. This picture must have been taken by a person who has come to see the mosque.

17. a. mísílímín-nyá` dònnɛ̌n mànìnkà-jámáná` dɔ̀ nyá` mémmǎ /kàrán` kà kán kà dìà

(2) b. (1 1 1 1 1 3 3-2 4 4 4 3 3 3 5 4 5 7-6 2 1 3 2 4 44)

c. mísilimin nyá ` dòn nɛn màninka jámana ` dɔ́ nyá. . .

d. Moslem way the enter comp. Maninka country the in way. . .

c. . . . ` mén mà (wò) kàran ` kà kán kà dí yá

d. . . .the this on that study the must be interesting

e. The study of the manner in which Moslem ways entered Maninka-land must be interesting.

Narrative Number Three

1. a. fòtò sábá-nân

(2) b. (2 2 1 1 1-3)

c. fòto sába ná(n) `

d. picture three ordinal the

e. The third picture.

2. a. pɔ̂n

(1) b. (2-1-3)

c. pɔ̀n `

d. bridge the

e. The bridge.

3. a. án` nyá` yé mùndɔ́ fɔ̀tó mèndɔ̀

(2) b. (1 2 3 5 4 6 5 7 7)

c. án` nyá ` yé mùn dɔ́ fɔ̀to ` mén dɔ́

d. our eye the is what in picture the this in

e. What do we see in this picture?

4. a. pɔ̌n nè` yè

(2) b. (2-1 3 3)

c. pɔ̀n ` lé yé

d. bridge the emph. is

e. It is a bridge.

5. a. mɔ̌` yé pɔ̀n sú` mén` yɛ̀là / tùbàbù-jámáná` kàn wò lé` sú` yɛ̌?

(2) b. (2-1 2 3 2 3 5 5 5 5 5 4 4 4 6 6 5 6 8-7)

c. mɔ̀ ` yé pɔ̀n sú ` mén ` yé(n) la tùbabu

d. person the is bridge type the this the see at white man. . .

c. . . .jámana ` kàn wó lé ` sú ` yé

d. . . .country the at that emph. the type the is

e. Is this bridge the type we see in Europe?

6. a. ɛ̌ʔɛ̌ / wà-dà*-pɔ́n` nè

(2) b. (2-13 3 3 2 4)

c. ɛ̌ʔɛ̌ wà dɔ́ pɔ̀n ` lé

d. no forest in bridge the emph.

e. No, this is a forest bridge.

* dà is a variant of dɔ́

7. a. mɔ̀ jèlǐ yé pɔ̌n` kàn

(2) b. (2 2 2 1 3-2 4)

c. mɔ̀ jèli yé pɔ̀n ` kàn

d. person how many be bridge the on

e. How many people are on the bridge?

8. a. án` nyá` mɔ̀ sàbá` lɛ̀ là / pɔ̌n` kàn

(2) b. (1 2 4 4 3 5 5 5-4 6)

c. án` nyá ` mɔ̀ sàba ` lé lá pɔ̀n ` kàn

d. our eye the person three the emph. on bridge the on

e. We see three people on the bridge.

9. a. mùn yé pɔ̌n` nálɔ̀là

(2) b. (2 1 3-2 3 5 5)

c. mùn yé pɔ̀n ` lá lɔ̀ lá

d. what is bridge the on support at

e. What holds up the bridge?

10. a. pɔ̌n` fǎn fìlá sìdìnɛ̀n jírí-jú` lɛ̀ là / wǎ` dɔ̀

(2) b. (2-1 3-2 4 3 5 5 5 4 4 4 6 6 6-5 7)

c. pɔ̀n ` fàn fìla sìdi nɛn jíri jú ` lé lá wà ` dɔ́

d. bridge the edge two tie comp. tree trunk the emph. on forest the in

e. The two sides of the bridge are tied to trees in the forest.

11. a. pɔ̌m` mɛ̀nnù yè móbílí` lènyɛ̌?

(2) b. (2-1 3 3 3 2 2 2 4 4-2)

c. pɔ̀n ` mén lú yé móbili ` lé (n)yé

d. bridge the this pl. is vehicle the emph. for

e. Are these bridges for car[redacted]

12. a. pɔ̌m` mɛ̀n nàdánnén nè kà bá-dén-nén` (nú) tɛ̀

(2) b. (2-1 3 3 2 2 4 4 3 3 3 4 6)

c. pɔ̀n ` mén lá dán nɛn lè kà bá dén . . .

d. bridge the this made build comp. emph. to river branch. . .

c. . . . nɛn ` lú tɛ̀

d. . . .small the pl. cross

e. This bridge was built for the crossing of streams.

13. a. mɔ̌ dí sé kà pɔ̌m mén tɛ̀ / kó má kí: lá?

(2) b. (2-1 2 2 4 4-3 4 5 4 4 4 4-1)

c. mɔ̀ dí sé kà pɔ̀n mén tɛ̀ kó má ké í lá

d. person the fut. able to bridge the this cross thing not do you on

e. Can a person cross this bridge with nothing happening to him?

14. a. ŋ̀hm̌ / ní pɔ̌n sìdìnèn kérá bákɛ̀ jírí-jú là

(2) b. (22-1 1 3-2 4 4 4 3 3 3 5 4 4 4 6)

c. ŋ̀hm̌ ní pɔ̀n sìdi nɛn ké rá bákɛ̀ jíri jú lá

d. yes if bridge the tie comp. do past well tree trunk the to

e. Yes, if the bridge is tied well to a tree trunk.

15. a. mɔ̌ lù bá ké bá tɛ̀là / àlù yè í bóló kɛ̀là mén nà í nyá wɔ̀lɔ̌?

(2) b. (2-1 3 2 2 2 4 4 4 4 4 3 3 3 5 5 4 6 5 5 7 7-1)

c. mɔ̀ lú bá ké bá tɛ̀ la àlú yé í . . .

d. person the pl. when be river the cross at they are their. . .

c. . . .bólo ké la mén lá í nyá (yé) wó lá

d. . . .hand the be at this the on your eye the is that on

e. Do you see that people hold onto this when they cross the river?

16. a. ŋ̀hm̀ / ń nyá: là

(2) b. (2 1 1 1 3)

c. ŋ̀hm̀ ń nyá (`) (yé) à lá

d. yes my eye the is on it

e. Yes, I see it.

17. a. í bárá sé pɔ̀n sú ménkɔ̌n?

(2) b. (1 1 1 1 3 2 3 5-1)

c. í bárá sé pɔ̀n sú mén kàn

d. you have use bridge type the this on

e. Have you ever been on a bridge like this?

18. a. sárón / ń yɛ̀lɛ̀là pɔ̀n sú` ménkàn

(2) b. (1 1 1 3 3 3 3 2 3 5)

c. sáron ń (yé) yɛ̀lɛ la pɔ̀n sú ` mén kàn

d. last year I am climbing at bridge type the this on

e. I was on this type of bridge last year.

19. a. à tùn ká nyìn

(2) b. (2 2 1 3)

c. à tún ká nyìn

d. it <u>past</u> was good

e. It was good.

20. a. í bá kɛ́ wǎ` dɔ̀ / í dí pɔ̀n sú` mèn síámán yé tùmà síámán

(2) b. (1 1 1 3-2 4 3 3 5 4 6 55 5 5 7 7 66 6)

c. í bá kɛ́ wà ` dó í dí pɔ̀n sú ` mɛ̀n . . .

d. you when be forest the in you <u>fut</u>. bridge type the this. . .

c. . . .sía mán yé(n) tùma sía mán

d. . . .many of see time many of

e. When you are in the forest you will see many bridges of this type many times.

Narrative Number Four

1. a. fòtò náání-nân

(2) b. (2 2 11 1 1-3)

c. fòto náani(n) ná(n) `

d. picture four <u>ordinal</u> the

e. The fourth picture.

2. a. í nyá` lɔ̀nɛ̀n díá` mén` dɔ̀ díá` sú nyìmàn yé wòdì

(2) b. (1 1 3 3 22 3 5 44 5 7 7 6 8 8)

c. í nyá ` lɔ̀ nɛn día ` mén ` dɔ́ díá

d. your eye the stand comp. there the this the in place . . .

c. . . . ` sú nyìman yé wòdi

d. . . .the type what is there

e. What kind of a place are you looking at?

3. a. sɛ̀nɛ̀ sú` dɔ́` lè yè

(2) b. (2 2 1 2 4 4)

c. sɛ̀nɛ sú ` dó ` lé yé

d. farm type the some the emph. be

e. This is a kind of a farm.

4. a. í nyá` mùndɔ́ fɔ̀tɔ́` mɛ̀ndɔ̀

(2) b. (1 1 3 2 4 3 5 5)

c. í nyá ` (yé) mùn dɔ́ fɔ̀to ` mén dɔ́

d. your eye the be what in picture the this in

e. What do you see in this picture?

5. a. án` nyá` tí-mán-bón` dòlǎ, ànì gbálán` dò ànì fén síámán

(2) b. (1 2 3 3 3 5 5-4 5 5 4 4 6 6 6 5 55 5)

c. án` nyá ` (yé) tí mán bón ` dó lá à ní . . .

d. our eye the be straw of house the one on it with. . .

c. . . . gbálan ` dó à ní fén sía mán

d. . . .platform the one it with thing plenty of

e. We see a straw house and a platform and many things.

6. a. tí-má-bón` wò yé dǔ` lémǎ?

(2) b. (1 1 1 3 2 4-3 4 6-1)

c. tí má(n) bón ` wó yé dù ` lé mà

d. straw of house the that be ground the emph. on

e. Is the straw hut on the ground?

7. a. tí-má-bón` lɔnɛn sán` némà bàrɔmá` kàn

(2) b. (1 1 1 3 3 2 3 5 5 5 4 6)

c. tí má(n) bón ` lɔ nɛn sán ` lé mà bàrɔmá ` kàn

d. straw of house the build comp. sky the emph. on post the upon

e. The straw hut is raised up on sticks.

8. a. bón` lɔnén sɔbó` 1 lènyǎ?

(2) b. (1 3 2 4 3 5 5-1)

c. bón ` lɔ nɛn sɔbo ` lú lè (n)yé

d. house the build comp. animal the pl. emph. for

e. Is the house built for animals?

9. a. tí-má-bón` lɔném mɔ̌ lù lè nyǎ / mɔ̌ mɛnnù yè í jàntòlǎ . . .

(2) b. (1 1 1 3 2 4-3 5 5 5-4 5-4 6 6 6 5 7 7 7-6. . .

a. . . .sɛné` dɔ tèlé` dɔ́ kɔnɔ́` lù kɔ́sɔn

b. . . . 8 7 9 9 8 9 $\widehat{11}$ $\widehat{10}$ $\widehat{12}$ $\widehat{11}$ $\widehat{13}$)

c. tí má(n) bón ` lɔ nɛn mɔ ` lú lé (n)yé. . .

d. straw of house the build comp. person the pl. emph. for . . .

c. . . . mɔ ` mén lú yé í jànto la sɛnɛ . . .

d. . . .person the this pl. be ref. watch over at field. . .

c. . . . ` dɔ́ tèle ` dɔ́ kɔnɔ ` lú kɔ́sɔn

d. . . .the in day the in bird the pl. because of

e. The straw hut is built for the people who guard the field against birds during the day.

10. a. bón` yé mɔ̀` wòlù mátànkàlǎ tèlé` mà

(2) b. (1 2 3-2 4 4 3 5 55-4 6 5 7)

c. bón ` yé mɔ̀ ` wò lú mà tànka la tèle ` mà

d. house the is person the that pl. on shield at sun the on

e. The house shields those people from the sun.

11. a. kɔ̀nɔ́` lù lí sé tínyé-lí` sú nyìmàn (kɛ̀)là

(2) b. (2 1 3 2 2 2 2 2 3 5 5 5 5)

c. kɔ̀nɔ ` lú dí sé tínyɛ — lí — ` sú nyìmàn kɛ́ la

d. bird the pl. fut. be able harm iterative the type what kind do at

e. What kind of harm can birds do?

12. a. kɔ̀nɔ́` lù yé sùmàn-kísɛ́` dàmùnà

(2) b. (2 1 3 2 4 4 3 3 5 5 5)

c. kɔ̀nɔ ` lú yé sùman kìsɛ ` dámun la

d. bird the pl. be food grain the eat at

e. Birds eat the grain.

13. a. àlù yé nyɔ̀-kísɛ́` dàmùnà

(2) b. (2 2 1 3 2 2 4 4 4)

c. àlú yé nyɔ̀ kìsɛ ` dámun la

d. they be corn grain the eat at

e. They eat the corn.

14. a. mɔ̀` lù yé* í jàntòlǎ sènɛ́` dɔ̀ nyá` nyìmámmà

* yé normally lowers its tone here.

(2) b. (2-1 3 2 2 4 44-3 5 4 6 5 7 6 8)

c. mɔ̀ ` lú yé í jànto la sènɛ ` dɔ́. . .

d. person the pl. be ref. guard at field the in. . .

c. . . .nyá ` nyìmàn mà

d. . . .eye the what kind on

e. What kind of a vigil do people keep guard with in the field?

15. a. ní àlú kà kònó` kèlèn yɛ̌, àlù dí kábá` láflì kà:` làsìlàn kòsá:` lì wà

(2) b. (1 3 2 4 4 3 5 5 5-4 6 6 5 5 5 6 8 8 8 8 8 8 7 9 9)

c. ní àlú kà kòno ` kélen yé(n) àlú dí kába ` . . .

d. if they were to bird the one see they fut. stone the. . .

c. . . .lá fìli kà à lá sílán kòsa à dí wá

d. . . .at throw to it on frighten so that it fut. go

e. If they saw a bird, they would throw a stone at it to frighten it away.

16. a. mùn yé sènèlɛ̌, sènɛ̀` mèn dɔ̀

(2) b. (2 1 3 33-2 4 3 5 5)

c. mùn yé sènɛ la sènɛ ` mén dɔ́

d. what is grow at field the this in

e. What is growing in this field?

17. a. ní í kà à dàgbɛ̌, nyá` jéréjéréma / í lí sé kà nyɔ̌` yè

(2) b. (1 1 3 3 3 3-2 2 3 3 3 3 5 4 4 4 6 6-5 7)

c. ní í kà à rɔ́ gbé nyá ` jéréjere mà . . .

d. if you were to it in see eye the very own with . . .

c. . . . í dí sé kà nyɔ ` yé(n)

d. . . .you fut. be able to corn the see

e. If you were to look close with your own two eyes, you would see corn.

Narrative Number Five

1. a. fòtò lóólú nâ

(2) b. (2 2 11 1 1-3)

c. fòto lóolu ná(n) `

d. picture five ordinal the

e. The fifth picture.

2. a. móbílí-tínyé-nɛ̂n

(1) b. (1 1 1 1 1 1-3)

c. móbili tìnyɛ nɛn

d. vehicle spoil comp. the

e. The upset truck.

3. a. má:ˋ lɔ̀n mèm bárá gbèlɛ̀ yǎ?

(2) b. (1 3 3 2 2 4 4 4-1)

c. (í) má à lɔ́n mɛ́n bárá gbèlɛ ya

d. you not it know this has become bad der.

e. Did you not know this had happened?

4. a. kóˋ mɛ́nˋ tàmɪnɛ̌n / ámˋ bɛ́* sé kà:ˋ fàmù * bɛ́ is a variant of dí

(2) b. (1 2 4 4 4-3 3 4 4 6 6 6)

c. kó ˋ mɛ́n ˋ tàmi(n) nɛn ánˋ bɛ́ sé kà à fàmu

d. matter the this the pass comp. we fut. be able to it understand

e. The affair has happened and we will now understand it.

5. a. móbílíˋ dó tèrɛ̀ támárá wǎˋ dɔ̀

(2) b. (1 1 1 2 4 4 3 3 3 5-4 6)

c. móbili ˋ dó tèrɛ táma rá wà ˋ dɔ́

d. truck the one past go past forest the in

e. A truck had been driving through the country.

6. a. mɔ̀ síámán tèrɛ̀ móbílíˋ kɔ̀nɔ̀

(2) b. (2 11 1 3 3 2 2 2 4- 4-)

c. mɔ̀ sía mán tèrɛ (yé) móbili ˋ kónɔ

d. person plenty of past be truck the in

e. There were plenty of people in the truck.

7. a. tùmàdɔ̀ / sán-jí` nà sámbè lé tɛ̀rɛ̀ wódì

(2) b. (2 2 2 1 1 3 2 4 3 5 5 4 6)

c. tùmado sán jí ` nà sámbè lé tɛ̀ré wódì

d. perhaps sky water the come just now emph. past there

e. Perhaps it has just rained there.

8. a. dènká` yè síla` dɔ̀

(2) b. (2 1 3 2 2 4)

c. dènka ` yé síla ` dɔ́

d. hole the be road the in

e. There are holes in the road.

9. a. móbílí` bènnén dènká` wɔ̀ lé` dɔ̀dɔ̀

(2) b. (1 1 1 3 2 4 3 5 4 6 6)

c. móbili ` bèn nɛn dènka ` wó lé ` dɔ̀ dɔ́

d. truck the fall comp. hole the that emph. the one in

e. A truck has fallen into one such hole.

10. a. mɔ̌` bɛ̀ bɔ́rá móbílí` dɔ̀

(2) b. (2-1 3 2 2 2 2 2 4)

c. mɔ̀ ` bé bɔ́ rá móbili ` dɔ́

d. person the all exit from past truck the in

e. All the people got out of the truck.

11. a. dó lú lɔ̀nɛ̌n / dó lú yé là*-gbɛ̀-lí` là

(2) b. (1 1 3 3-2 2 2 2 4 4 3 5)

c. dó lú lɔ̀ nɛn dó lú yé là gbɛ̀ lí ` lá

d. some pl. stand comp. some pl. be on watch iterative the on

e. Some are standing and some are watching.

* Tones of verbal prefixes are not predictable

12. a. dólú yé móbílí-bórí-lá dɛ̀mɛ̀nnǎ / kà móbílí làbɔ́ dènká dɔ̀

(2) b. (1 1 1 1 1 1 1 1 3 3 3-2 4 3 3 3 5 4 6 5 7

c. dó lú yé móbili bóri la ` dɛ̀mɛn la kà móbili. . .

d. some pl. be truck drive-er the help at to truck . . .

c. . . . ` lá bɔ́ dènka ` dɔ́

d. . . .the on exit from hole the in

e. Some are helping the truck driver free the truck from the hole.

13. a. tùmàdò / sán-jí nàsán nè nìn

(2) b. (2 2 2 1 1 3 2 4 4)

c. tùmado sán jí ` nà sán lè nìn

d. perhaps sky water the come just did emph. at this moment

e. Perhaps it just this moment rained.

14. a. í lá:` fɔ̀ kó síla sùmanɛn

(2) b. (1 1 3 2 2 2 4 4 4)

c. í dí à fɔ́ kó síla ` sùman nɛn

d. you fut. it say* saying: road the become wet comp. * you might say

e. It appears that the road is wet.

15. a. tɛ̀lé tɛ̀ sé yélá sám mà

(2) b. (2 1 3 2 2 2 2 4)

c. tɛ̀le ` té sé yé(n) la sán ` mà

d. sun the neg. able being seen at sky the in

e. The sun cannot be seen in the sky.

16. a. jìrìkì-gbɛ́ yé kɛ̌ dò kànà

(2) b. (2 2 2 1 2 4-3 5 5 5)

c. jìriki gbɛ́ ` yé kɛ̀ ` dó kán lá

d. shirt white the be man the some neck on

e. There is a man in a long white shirt.

17. a. móbílí-bórí-lá` yè móbílí` kɔ̀tɔ̀ / à yá:` dìlà

(2) b. (1 1 1 1 1 1 3 2 2 2 4 4-3 5 4 6 6)

c. móbili bòri la ` yé móbili ` kɔ́tɔ à yé à dí la

d. truck drive-er the be truck the behind he be it push at

e. The truck driver is behind the truck pushing it.

18. a. móbílí` lù yé bè(n) dènká` dɔ̀ / kó síámán

(2) b. (1 1 1 3 2 44-3 5 4 6 1 11 1)

c. móbili ` lú yé bè(n) la dènka ` dɔ́ kó sía mán

d. truck the pl. be fall in at hole the in thing plenty of

e. Trucks fall into holes quite often.

19. a. àlù bá bám móbílí` làbólá dènká` dɔ̀ bé lí* dòn à kɔ̀nɔ̀ / ìkò

(2) b. (2 2 1 1 1 1 1 3 2 2 4 3 5 4 4 6 6 6 6 6 6)

c. àlú bá bán móbili ` lá bɔ́ la dènka. . .

d. they when finish truck the make exit on hole . . .

c. . . . ` dɔ́ bé dí dòn à kɔ́nɔ íko

d. . . .the in all will enter its inside again

e. When they finish getting the truck out of the hole, everyone will get back inside again.

* lí is a variant of dí

20. a. móbílí-bórí-lá` lì móbílí` bòrì: (kò) sílá` kàn

(2) b. (1 1 1 1 1 1 3 2 2 2 4 4 4 3 3 5)

c. móbili bòri la ` dí móbili ` bòri ìkò síla ` kàn

d. truck driver-er the fut. truck the drive again road the on

e. The truck driver will drive the truck on the road again.

21. a. tùmàdò / móbílí` dí bìlà / dènká` dòdɔ̀ / ìkò

(2) b. (2 2 2 1 1 1 2 4 4 4 3 5 5 5 5)

c. tùmado móbili ` dí bìla dènka ` dó dɔ́ íko

d. perhaps truck the fut. fall hole the some into again

e. Perhaps the truck will fall into a hole again.

Narrative Number Six

1. a. fɔtɔ̀ wɔ́ɔrɔ́n-nân

(2) b. (2 2 11 1 1-3)

c. fɔto wɔ́ɔrɔn ná(n) `

d. picture six ordinal the

e. The sixth picture.

2. a. màlɔ-fɛ̂

(2) b. (2 2 1-3)

c. màlo fé `

d. rice field the

e. The rice field.

3. a. fɔtó` mɛ̀n dɔ̌, án` nyá` yɛ̀ dɪ̀à gbɛ̀lɛ̀lɔ̌, sùmán` yé lànnà díá` mɛ̀n

(2) b. (2 1 3 3-2 2 3 5 55 5 5 5-4 5 4 5 7 7 66 8)

c. fɔto ` mén dɔ́ án` nyá ` yé día gbédɛ lá. . .

d. picture the this in our eye the be place another on. . .

c. . . .sùman ` yé làn la día ` mɛ́n

d. . . .food the be grow at place the this

e. In this picture we see another place where food is grown.

* gbɛ̀lɛ̀ is a variant of gbédɛ

4. a. sùmán` sú nyɪ̀màn yɛ̌ lànnǎ yàn

(2) b. (2 1 2 4 4 4-3 4 4-3 5)

c. sùman ` sú nyɪ̀màn yé làn la yàn

d. food he type which be grow at here

e. What kind of food is growing here?

5. a. fɛ́n` sú nyìmàn ní* sé kà lɛ̌n yàn jí` kà sía yàn mén` dɔ̀ / nyá` bémà * ní is a variant of dí

(2) b. (1 2 4 4 3 3 5 5-4 6 5 7 66 8 7 9 1 2 4)

c. fén ` sú nyìmàn dí sé kà làn yàn jí . . .

d. thing the type what fut. able to grow here water . . .

c. . . . ` ká sía yàn mén ` dɔ́ nyà ` bɛ́ mà

d. . . .the be plenty here this the in eye the all on

e. What kind of thing would be able to grow here in this place where water is so plentifully in evidence?

6. a. màlô

(2) b. (2 1-3)

c. màlo `

d. rice the

e. Rice.

7. a. mɔ̀ náánín` nè yè támálá màlɔ̀-fɛ̀` dɔ̀ fɔ̀tɔ́` mèndɔ̀

(2) b. (2 11 1 3 3 2 2 2 4 4 3 5 5 4 6 6)

c. mɔ̀ náani(n) ` lé yé táma la màlo fé ` dɔ́. . .

d. person four the emph. be walk at rice field the in. . .

c. . . . fɔ̀to ` mén dɔ́

d. . . .picture the this in

e. Four people are walking in the rice field in this picture.

8. a. àlù yé pɔ̌n` kàn

(2) b. (2 2 1 3-2 4)

c. àlú yé pɔ̀n ` kàn

d. they be bridge the on

e. They are on a bridge.

9. a. mɔ̌ mènnú nànén màlɔ́ lè kàlǎ?

(2) b. (2-1 3 2 4 3 5 4 6 6 6-1)

c. mɔ ` mén lú nà nɛn màlo ` lé ká la

d. person the this pl. come comp. rice the emph. cut at

e. Have these people come here for rice harvesting?

10. a. ń má lá:` là

(2) b. (1 1 1 3)

c. ń má lá à lá

d. I neg. think it on

e. I don't think so.

11. a. àlù bɔ́nén sɔ́-kɔ́nɔ́-mɔ́ lèlà

(2) b. (2 2 1 1 1 1 1 1 3 3)

c. àlú bɔ́ nɛn sɔ́ kɔ́nɔ mɔ (lú) ` lé lá

d. they exit comp. city in person pl. the emph. on

e. They come out (appear like) city people.

12. a. tùmàdɔ / kɔmín` nù nè yè

(2) b. (2 2 2 2 1 3 3 3)

c. tùmado kɔmin ` lú lé yé

d. perhaps clerk the pl. emph. are

e. Perhaps they are office workers.

13. a. tùmàdɔ / àlù yè báárálá gúvónémán` nè yè

(2) b. (2 2 2 2 2 2 11 1 1 1 1 1 1 3 3)

c. tùmado àlú yé báara la gúvoneman ` lé (n)yé

d. perhaps they are work at government the emph. for

e. Perhaps they work for the government.

14. a. tùmàdɔ̀ / fén-ná-gbé-lá` lù lè yè

(2) b. (2 2 2 1 1 1 1 3 3 3)

c. tùmado fén lá gbé la ` lú lé yé

d. perhaps thing on look-er the pl. emph. be

e. Perhaps they are tourists.

15. a. tùmàdɔ̀ / àlú fìlînén` nè (yè)

(2) b. (2 2 2 2 1 3 3 2 4 4)

c. tùmado àlú fìli nɛn ` lè yé

d. perhaps they lose comp. the emph. be

e. Perhaps they are lost.

16. a. í nyá` mùn gbɛ̀lɛ̀là / màló` kɔ̀

(2) b. (1 1 3 3 3 3 3 2 4)

c. í nyá ` mùn gbɛ́dɛ lá màlo ` kɔ́

d. your eye the what other on rice the beyond

e. What do you see beyond the rice?

17. a. tîn-jú` llè

(2) b. (2 1 3)

c. tîn jú ` lú lé (yé)

d. palm trunk the pl. emph. be

e. Palm trees.

18. a. túlú` yè bɔ̀là jírí` wòldɔ̀

(2) b. (1 1 3 3 3 2 2 4 4)

c. túlu ` yé bɔ́ la jíri ` wó lú dɔ́

d. oil the is exit at tree the that pl. in

e. Oil is taken out of those trees.

19. a. túlú` yè bɔ̀là tɪ̀n-kóló` dɔ̀

(2) b. (1 1 3 3 3 3 2 2 4)

c. túlu ` yé bɔ́ la tɪ̀n kólo ` dɔ́

d. oil the be exit at palm kernel the in

e. Oil is taken out of the palm kernel.

20. a. tíbílí-túlû

(2) b. (1 1 1 1 1-3)

c. tíbi lí túlu `

d. cook iterative oil the

e. It is cooking oil.

21. a. màló` ní tɪ̀n-túlú` nyàtónɔ́` ká bòn nyá` bé mà

(2) b. (2 1 2 4 3 3 5 4 4 5 7 6 7 9)

c. màlo ` (à) ní tɪ̀n túlu ` nyàtónɔ ` ká bòn nyá ` bé mà

d. rice the it with palm oil the important the be big eye the all on

e. Rice and palm oil are of great importance.

22. a. fén gbéléɛ yá fòtó` mèndɔ̀

(2) b. (1 1 1 1 3 2 4 4)

c. fén gbédɛ yé fòto ` mén dɔ́

d. thing other be picture the this in

e. Something else is in this picture.

23. a. í bá fòtó` dàgbá à nyá` jéréjérémà í bé sé kà fén` wò yè

(2) b. (1 1 3 2 4 3 5 4 5 5 5 5 7 6 6 6 8 7 9 9)

c. í bá fòto ` dá gbé à nyá ` jérɛjɛrɛ. . .

d. you when picture the in look his eye the own . . .

c. . . . mà í bé sé kà fén ` wó yé(n)

d. . . .with you fut. be able to thing the that see

e. When you examine the picture very closely you will be able to see that thing.

24. a. tĭn-jù-jàm-bá` dò yè bóló-kínín` nà / fòtó` dò / màlò-fé` fàn kélèn

(1) b. (2 2 2 1 3 3 2 2 2 2 4 4 3 5 5 5 4 6 5 7)

c. tĭn jú jàn ba ` dó yé bólo kínin ` lá fòtó . . .

d. palm trunk long big the one is hand right the on picture. . .

c. . . . ` dó màlo fé ` fán kélen

d. . . .the in rice field the place one

e. In the picture, a tall palm tree is on the right hand side of the rice field.

25. a. fém-fím-bá` dò yè jírí-jú` ómà

(2) b. (1 1 1 3 3 2 2 2 3 4)

c. fén fín ba ` dó yé jíri jú ` wó mà

d. thing black big the one be tree trunk the that on

e. A big black thing is on that tree trunk.

26. a. mùn yè fém-fím` wò dĭ

(2) b. (2 2 1 1 3 3)

c. mùn yé fén fín ` (yé) wò dĭ

d. what is thing black the be that as

e. What is that black thing?

27. a. bóábá-tón` nè ò dĭ

(2) b. (11 1 1 3 3 3)

c. bóaba tón ` lé (yé) wò dĭ

d. termite nest the <u>emph</u>. be that as

e. That is a termite nest.

28. a. í dí sé kò yè jírí-jú síámámmà

(2) b. (1 1 1 3 3 2 2 2 22 2 4)

c. í dí sé kà wó yé(n) jíri jú sía mán mà

d. you <u>fut</u>. be able to that see tree trunk plenty of on

e. You can see that on many trees.

Narrative Number Seven

1. a. fòtò wóránvílá-nân

(2) b. (2 2 1 1 1 1 1-3)

c. fòto wóran fìla ná(n) `

d. picture seven ordinal the

e. The seventh picture.

2. a. wà-dɔ̀-sílâ

(2) b. (2 2 1 1-3)

c. wà dɔ́ síla `

d. forest in road the

e. The forest road.

3. a. án` yè fén` mɛ̀n nàgbélá yǎn, fén` wò kyɛ̀n nyá` bémà

(2) b. (1 3 2 4 4 3 3 5-4 4 6 6 5 6 8)

c. án` yé fén ` mén lá gbé la yàn fén ` wó . . .

d. we be thing the this on look at here thing the that. . .

c. . . . kén nyá ` bé mà

d. . . .beautiful eye the all with

e. We are looking at something which is very pretty.

4. a. án` yè jírí-bá síámán yélá

(2) b. (1 3 2 2 2 22 2 2 2)

c. án` yé jíri ba sía mán yé(n) la

d. we be tree big plenty of see at

e. We see many large trees.

5. a. í dá:ˋ fɔ́ kó à fàmbáˋ béˋ yé tìn-júˋ lè dì

(2) b. (1 1 3 2 4 4 3 4 5 7 6 8 8)

c. í dí à fɔ́ kó à fàmbá ˋ bé ˋ yé tìn . . .

d. you fut. it say saying it most part the all the be palm. . .

c. . . . jú ˋ lè dì

d. . . .trunk the emph. as

e. One could say that most of them are palm trees.

6. a. sílá dɔ̀ bónén wǎˋ mèndɔ̀

(2) b. (1 1 3 2 2 4-3 5 5)

c. síla ˋ dó bɔ́ nen wà ˋ mén dɔ́

d. road the one exit comp. forest the this in

e. A road goes through this forest.

7. a. mɔ̌ˋ dɔ̀ yè támáˋ là sílá kàn

(2) b. (2-1 3 3 2 2 4 3 3 5)

c. mɔ̀ ˋ dó yé táma ˋ lá síla ˋ kàn

d. person the one be walking the at road the on

e. A person is walking on the road.

8. a. kɛ̌ˋ wò nàtɔ́ án mà lè bà

(1) b. (2-1 3 3 2 2 4 4 4)

c. kɛ̀ ˋ wò nà tɔ́ án mà lè bà

d. man the that come-ing us on emph. question word

e. Is the man coming toward us?

9. a. kɛ̌ˋ wò yè í má tálá án nà lè bà

(2) b. (2-1 3 3 2 2 2 2 2 4 4 4)

c. kɛ̀ ˋ wò yé í má tá la án lá lè bà

d. man the that be ref. on take at we on emph. question word

e. Is the man going away from us?

10. a. ámˋmá:ˋlɔ̀n

(2) b. (1 2 4)

c. ánˋ má à lɔ́n

d. we neg. it know

e. We don't know.

11. a. bídíkáˋká bɔ̌n,/ àní kɛ̌ˋká jàn ńˋnà

(2) b. (1 1 1 2 4-3 4 3 5-4 5 7 6 8)

c. bídika ˋ ká bòn à ní kɛ ˋ kà jàn ánˋ lá

d. darkness the be great it with man the be far us on

e. It is dark and the man is far from us.

12. a. ánˋní* sé sánˋyèlǎ? * ní is a variant of dí

(2) b. (1 2 2 2 4 4-1)

c. ánˋ dí sé sán ˋ yé(n) la

d. we fut. be able sky the see at

e. Can we see the sky?

13. a. ɛ̌?ɛ̀? jírí lúˋgbànkùnɛ́n / (í) nyɔ̌nˋnà kójù

(2) b. (2-1 3 2 2 2 4 4 3 3 5-4 6 5 7)

c. ɛ̌?ɛ̀? jíri lú gbànku nɛn í nyɔ̀n lá kójù

d. no tree pl. intertwine comp. ref. each other with too much

e. No, the trees are intertwined with each other too much.

14. a. móbílí síámán yé tàmǐnà sílàˋmɛ́nkǎn?

(2) b. (1 1 1 11 1 1 3 3 3 2 2 3 5-1)

c. móbili sía man yé tàmin la síla ˋ mɛ́n kàn

d. truck plenty of are pass at road the this on

e. Do many trucks use this road?

15. a. móbílí-sílá té sílá`ménkàn

(2) b. (1 1 1 1 1 1 1 2 4)

c. móbili síla té síla ` mén kàn

d. truck track neg. road the this on

e. There are no truck tracks on this road.

16. a. í nyá`kà dĭ?

(2) b. (1 1 3 3-1)

c. í nyá ` ká dí

d. your eye the be good

e. How good are your eyes?

17. a. í nyá`mɔ̀-gbélélá fɔtó`mèndɔ̌?

(2) b. (1 1 3 2 2 2 4 3 5 5-1)

c. í nyá ` (yé) mɔ̀ gbédɛ lá fɔto ` mén dɔ́

d. your eye the be person other on picture the this in

e. Do you see another person in this picture?

18. a. ní í kà fɔtó`mèn nàgbé à nyá`jéréjéréma̋, í lí mɔ̌`dó sĭnén`yè sílá`là

(2) b. (1 1 3 3 2 4 4 3 5 4 5 5 5 5 7-6 6 6 8-7 8 9 8 $\overline{10}$ 9 9 $\overline{11}$)

c. ní í kà fɔto ` mén lá gbé à nyá ` jéreɟeɾɛ. . .

d. if you past picture the this on look its eye the own . . .

c. . . . mà í dí mɔ̀ ` dó sĭ nɛn ` yé(n) síla ` lá

d. . . .with you fut. person the some sit comp. the see road the on

e. If you were to look very closely, you would see that a seated person is on the road.

19. a. fɔtó`dàgbè háá à dán`nà

(2) b. (2 1 3 3 22 4 3 5)

c. fɔto ` dá gbé há(n) à dán ` lá

d. picture the in look until its limit the on

e. Look as far as possible into this picture.

20. a. í dí mɔ̀ dó sìnén yè bóló-kínín`nà

(2) b. (1 1 3-2 3 5 4 6 5 5 5 5 7)

c. í dí mɔ̀ dó sì nɛn ` yé(n) bólo kínin ` lá

d. you will person one sit comp. the see hand right the on

e. You will see a seated person on the right hand side.

21. a. mɔ̀ wò yé mùn kèlà

(2) b. (2-1 3 2 4 4 4)

c. mɔ̀ wó yé mùn ké la

d. person that be what do at

e. What is that person doing?

22. a. tùmàdɔ̀ mɔ̀ wò kónólá fìlìnén`nè / mùndɔ̀ dó yé fòtó`tàlà

(2) b. (2 2 2 2-1 3 2 2 2 4 4 3 5 5 5 4 4 6 5 7 7)

c. tùmado mɔ̀ ` wó kónɔ lá fìla nɛn ` lé

d. perhaps person the that belly at lost comp. the emph. . .

c. . . .mùndɔ dó yé fòto ` tá la

d. . . . why someone be picture the take at

e. Perhaps that person is confused over why someone is taking the picture.

Narrative Number Eight

1. a. fòtɔ̀ séín-nâ

(2) b. (2 2 11 1-3)

c. fòto sé(i)n ná(n) `

d. picture eight ordinal the

e. The eighth picture.

2. a. mánkòrôn

(2) b. (1 3 2-4)

c. mánkòron* ` * tone of this word is highly variable

d. mango the

e. Mangoes.

3. a. mánkórón síámǎn (`)† yé mùsó` mèm bòlò* † ` is present only in the second utterance on the tape. It is optional in this position.

(2) b. (1 1 1 11 1 1 3 2 4 4 4)

c. mánkoron sía mán (`) yé mùso ` mén bólo * Notice that bólo lowers when it is a Postposition. It does not lower when it is a noun.

d. mango plenty of (the) be woman the this in hand

e. This woman has many mangoes.

4. a. mánkórón` sàntá` yá:` bòlò

(2) b. (1 1 1 3 2 3 5 5)

c. mánkoron ` san tá ` yé à bólo

d. mango the sell necessity the be her in hand

e. She has them for sale.

5. a. án` yè jí` dáfɛ̀

(2) b. (1 3 2 3 5)

c. án` yé jí ` dáfɛ̀

d. we be water the near

e. We are near the water.

6. a. í lá:` fɔ̀ kó kɛ̀yé` yè jí` dáfɛ̀

(2) b. (1 1 3 2 4 3 5 4 5 7)

c. í dí à fɔ́ kó kɛ̀nyɛ ` yé jí ` dáfɛ̀

d. you fut. it say saying sand the be water the near

e. There seems to be sand near the water.

7. a. tùmàdɔ̀ án` yé kɔ̀-jí` lɛ̀dáfɛ̀

(2) b. (2 2 2 1 2 4 3 5 4 6)

c. tùmado án` yé kɔ̀ jí ` lé dáfɛ̀

d. perhaps we be salt water the emph. near

e. Perhaps we are near the ocean.

8. a. tólí` lɛ̀ yè bón` kùnà

(2) b. (1 1 3 3 2 4 4)

c. tóli ` lé yé bón ` kùna

d. iron the emph. be house the over

e. Iron is on the roof.
The roof on the house is iron.

Narrative Number Nine

1. a. fɔ̀tó kɔ̀nɔ̀ndɔ̀-nâ

(2) b. (2 1 3 3 3 2 4)

c. fɔ̀to kɔ̀nɔndɔ ná(n) `

d. picture nine ordinal the

e. The ninth picture.

2. a. fám` mén` ká nyɛ̀

(2) b. (1 2 3 5)

c. fán ` mén ` ká nyɛ̀n

d. place the this the be nice

e. This is a nice place.

3. a. díá` mɛ̀m mà sùmànɛ̀n

(2) b. (11 3 3 3 3 3)

c. día ` mén má súma nɛn

d. place the this not wet comp.

e. This place is not wet.

4. a. án` nyá` / jí` dɔ̀-nɛ̀n nǎ, àní yírí` yá:` kùnà

(2) b. (1 2 1 3 3 3-2 3 3 2 2 3 5 5)

c. án` nyá ` (yé) jí ` dó nɛn lá à ní jíri ` yé à kùna

d. our eye the be water the some small on it with tree the be it over

e. We see a small body of water with a tree over it.

5. a. mɔ̌` bé sé kélá / nyɔ́-nyɔ́-nyɔ́

(2) b. (2-1 2 2 2 2 1 1 3)

c. mɔ̀ ` bé sé ké lá nyɔ́ nyɔ́ nyɔ́

d. person the fut. reach be at rest rest rest

e. A person could really rest here.

6. a. mɔ̌` lù yè báárálá yàn fànǎ

(2) b. (2-1 3 3 22 2 2 4 4 4)

c. mɔ̀ ` lú yé báara la yàn fána(n)

d. person the pl. be work at here also

e. People also work here.

7. a. nákó-dénnɛ́n` dɔ̌ yàn

(2) b. (1 1 1 1 3-2 4)

c. náko dén nɛn ` dó (yé) yàn

d. garden child small the one be there

e. A nice little garden is there.

8. a. í nyá` nyɔ̀-jú` lǎ?

(2) b. (1 1 3 2 4-1)

c. í nyá ` yé nyɔ̀ jú ` lá

d. your eye the be corn stalk the on

e. Do you see the corn?

9. a. nyɔ̀-jú yè bóló-kínín nà / fɔ̀tó dɔ̀

(2) b. (2 1 3 2 2 2 2 4 4 3 5)

c. nyɔ̀ jú ` yé bólo kínin ` lá fɔ̀to ` dɔ́

d. corn stalk the be hand right the on picture the in

e. The corn is on the right hand side of the picture.

10. a. díá mɛ̀n sùmànnɛ̀

(2) b. (11 3 3 3 3)

c. día ` mɛ́n súma(n) nɛ(n)

d. place the this wet comp.

e. This place is damp.

11. a. jí yɛ̀lɛ̀nɛ̀n tɛ̀

(2) b. (1 3 3 3 3)

c. jí ` yɛ̀lɛ nɛn té

d. water the ascend comp. neg.

e. The water is not high.

12. a. jí fànká mám bɔ̀n

(2) b. (1 3 2 3 5)

c. jí ` fànka ` mán bɔ̀n

d. water the strength the neg. great

e. The current is not strong.

Narrative Number Ten

1. a. fɔ̀tɔ̀ tán-nân

(2) b. (2 2 1 1-3)

c. fɔ̀to tán ná(n) `

d. picture ten ordinal the

e. The tenth picture.

2. a. nàmàsà-jú` lù

(2) b. (2 2 2 1 3)

c. nàmasa jú ` lú

d. banana stalk the pl.

e. The banana plants.

3. a. fén` nyàtɔnɔmà síámán yé fòtó` mèndɔ

(2) b. (1 3 3 3 3 22 2 2 4 3 5 5)

c. fén ` nyàtɔnɔ má(n) sía mán yé fòto ` mén dó

d. thing the interest of plenty of be picture the this in

e. There are many things of interest in this picture.

4. a. án` nyá` sùmán` lànɛ̀` nà

(2) b. (1 2 4 3 5 4 6)

c. án` nyá ` (yé) sùman ` làn nɛn ` lá

d. our eye the be food the grow comp. the on

e. We see food being grown.

5. a. án` nyá` jírí` nyàtɔnɔmà síámánná

(2) b. (1 2 3 3 5 5 5 5 44 4 4)

c. án` nyá ` jíri ` nyàtónɔ má(n) sía mán lá

d. our eye the tree the interesting of plenty of on

e. We see many interesting trees.

6. a. án` nyá` báárá-lá` dòlùlǎ, ànì bón` dòlù

(2) b. (1 2 33 3 3 5 5 5-4 5 5 4 6 6)

c. án` nyá ` (yé) báara la ` dó lú lá à ní bón ` dó lú

d. our eye the be work-er the some pl. on it with house the some pl.

e. We see workers and some houses.

7. a. án` nyá` nàmàsà-jú` dòlùlà / fòtó` témà

(2) b. (1 2 4 4 4 3 5 5 5 5 4 5 7)

c. án` nyá ` (yé) nàmasa jú ` dó lú lá fòto ` tɛ́mà

d. our eye the be banana stalk the some pl. on picture the in the middle

e. We see banana trees in the middle of the picture.

8. a. fén síámǎ fáná lànɛ̀n

(2) b. (1 11 1 1 1 3 3)

c. fén sía mán fána(n) làn nɛn

d. thing plenty of also plant comp.

e. Many things are also planted.

9. a. án` nyá` jírí-jú` mɛ́n` nà / kòkò-jú` lɛ̀ yɛ̀

(2) b. (1 2 3 3 3 4 6 5 5 4 6 6)

c. án` nyá ` (yé) jíri jú ` mɛ́n ` lá kòko jú ` lé yé

d. our eye the be tree trunk the this the on coconut trunk the emph. be

e. We see this tree (and it is a) coconut tree.

10. a. kòkó` dùmàn-yá` bémà

(2) b. (2 1 3 3 2 3 5)

c. kòko ` dɪ̀ mán ya ` bémà

d. coconut the sweet of -ness the very much

e. The coconuts are very tasty.

11. a. jírí-jú-bá fɪ̀là yé fòtó` témǎ, / kɔ̌` kòtò mákórón-jú` 1(ù) lɛ̀ yɛ̀

(2) b. (1 1 1 1 3 3 2 4 3 4 6-5 6-5 7 7 6 6 6 6 (8) 8 8)

c. jíri jú ba fɪ̀la yé fòto ` tɛ́mà kɔ̀ . . .

d. tree trunk big two be picture the in middle river. . .

c. . . . ` kɔ́tɔ mánkoron jú ` lú lé yé

d. . . .the beyond mango trunk the pl. emph. be

e. Behind two big trees in the middle of the picture, there are mango trees.

12. a. mɔ̀ dɔ̀lù yè báárá̀ là jírí-jú̀ wɔ̀ kɛ̀lɛ̀n kɔ̀dɔ̀

(2) b. (2-1 3 3 3 22 2 4 3 3 3 5 5 5 5 5)

c. mɔ̀ ` dó lú yé báara ` lá jíri jú ` wó kélen kɔ́ dɔ́

d. person the some pl. be work the at tree trunk the that one back in

e. Some people are at work behind those trees.

13. a. àlù yé mùnnà

(2) b. (2 2 1 3 3)

c. àlú yé mùn lá

d. they be what at

e. What are they doing?

14. a. mùsó̀ wɔ̀lù yé fànɩ̀n-kó̀ lɛ̀ lá kɔ̀ dɔ̀

(2) b. (2 1 3 3 2 4 4 3 5 4 6-5 7)

c. mùso ` wó lú yé fàni(n) kɔ̀ ` lé lá kɔ̀ ` dɔ́

d. woman the that pl. be cloth wash the emph. at river the in

e. Those women are at the washing of clothes in the river.

15. a. tùmàdɔ̀ àlù yè dén yéré̀ fànáá kɔ̀là

(2) b. (2 2 2 2 2 2 1 1 1 3 2 4 4)

c. tùmado àlú yé dén jɛ̀rɛ ` fána kɔ̀ la

d. perhaps they be child own the also wash at

e. Perhaps they are also washing their children.

16. a. kó síámán yé fɔ́lá

(2) b. (1 11 1 1 1 1)

c. kó sía mán yé fɔ́ la

d. thing plenty of be talk at

e. Many things are being discussed.

17. a. mùsó`mén`n té yèn àlù yè wó`lù màfɔ̀là

(2) b. (2 1 2 2 4 4 4 4 3 5 5 5 5)

c. mùso ` mɛ́n ` lú té yèn àlú yé wó ` lú mà fɔ́ la

d. woman the this the pl. neg. there they be that the pl. about talk at

e. The women who are not there get talked about.

Narrative Number Eleven

1. a. fɔ̀tɔ̀ tánnínkélén-nân

(2) b. (2 2 1 1 1 1 1-3)

c. fɔ̀to tán à ní(n) kélen ná(n) `

d. picture ten it with one ordinal the

e. The eleventh picture.

2. a. án`yè sámmá-kúlún-bá`dɔ̀

(2) b. (1 3 2 2 2 2 2 4)

c. án` yé sán mà kúlun ba ` dɔ́

d. we be sky on canoe big the in

e. We are in a large airplane (sky canoe).

3. a. án`yé wɔ̀ lɔ́nná mémá', sám-má-kúlún`fán`dɔ̀ yè yélá fɔ̀tɔ́`dɔ̀

(2) b. (1 2 4 3 3 3 3-2 3 3 3 3 4 6 6 5 5 7 6 8)

c. án` yé wɔ̀ lɔ́n la mɛ́mà sán mà kúlun ` fán ` . . .

d. we be that know at because sky on canoe the wing the. . .

c. . . .dɔ́ yé yé(n) la fɔ̀tɔ́ ` dɔ́

d. . . .one be see at picture the in

e. We know that because one of the airplane's wings is visible in the picture.

4. a. án` nyá` sámmá-kúlún` mòté` wò lèlà

(2) b. (1 2 3 3 3 3 5 4 6 6 6)

c. án` nyá ` (yé) sán mà kúlun ` mòte ` wó lé lá

d. our eye the be sky on canoe the motor the that emph. on

e. We see that motor of the airplane.

5. a. bá` wò ká dùn sán` yé nàlà díá` mɛ̀n nyá` bɛ́mà

(2) b. (1 3 2 4 3 4 6 6 55 7 6 7 9)

c. bá ` wó ká dùn sán ` yé nà la día ` mɛ́n nyá` bɛ́mà

d. river the that be deep rain the be come at place the this very much

e. That river is deep (because) it rains very much in this place.

6. a. mɔ̀ síámám másìnɛ̌́ yɛ̌n?

(2) b. (2 11 1 1 3 2 4-1)

c. mɔ̀ sía mán mà sì nɛn yɛ̀n

d. person plenty of on settle comp. there

e. Do many people live there?

7. a. à síámán` dò / ɛ̌?ɛ̀?

(2) b. (2 11 1 3 3-2 4)

c. à sía mán ` dó ɛ̌?ɛ̀?

d. it plenty of the some no

e. No, not many.

Narrative Number Twelve

1. a. fɔ̀tɔ̀ tán-nín-fílá-nân

(1) b. (2 2 1 1 1 1 1-3)

c. fɔ̀to tán à ní fìla ná(n) `

d. picture ten it with two ordinal the

e. The twelfth picture.

2. a. dén-nén` nù

(1) b. (1 1 3)

c. dén nɛn ` lú

d. child small the pl.

e. The children.

3. a. jíné` yá:n` nàgbélá fɔtó` mɛ̀ndɔ̀

(2) b. (1 1 2 4 3 3 5 4 6 6)

c. jíne ` yé án` lá gbé la fɔ̀to ` mén dɔ́

d. who the be us on look at picture the this in

e. Who in this picture is looking at us?

4. a. dén-nén kélén nyá` yǎ:n` dɔ̌, dén-nén kélén yá: nàgbɛ̀là

(1) b. (1 1 1 1 1 3-2 4-3 3 3 3 3 3 5 5 5)

c. dén nɛn kélen nyá ` yé án` dɔ́ dén nɛn kélen yé án` lá gbé la

d. child small one eye the be us in child small one be'us on look at

e. One child has his eye on us; one child is examining us.

5. a. dén-nén-kélén` nyá yɛ̀ dɪ̀à gbɛ̀dɛ̀ dɔ̀

(1) b. (1 1 1 1 2 4 44 4 4 4)

c. dén nɛn kélen ` nyá yé día gbédɛ dɔ́

d. child small one the eye be place other in

e. One child is looking somewhere else.

6. a. àlù yá: ɲ` nàgbélá kà bɔ́ 1 là bón` nà

(2) b. (2 2 1 1 3 2 2 4 3 5 4 6)

c. àlú yé án` lá gbé la kà bɔ̀ àlú là bón ` lá

d. they be us at look on to exit they on house the from

e. They are looking at us from their house.

7. a. àlù yá: ń̀ nàgbélá kà bɔ̀ sán-ká-só̀ là

(2) b. (2 2 1 3 2 2 4 4 3 3 3 5)

c. àlú yé áǹ lá gbé la kà bɔ́ sán kà(n) só ̀ lá

d. they be us on look at to exit sky on house the from

e. They are looking at us from a multi-storied house.

8. a. áǹ (ù) yá 1 làgbélá kà bɔ́ dǔ̀ mà

(2) b. (1 (3) 2 4 3 3 5 4 6-5 7)

c. áǹ (lù) yé àlú lá gbé la kà bɔ́ dù ̀ mà

d. we pl. be them on look at to exit ground the from

e. We are looking at them from the ground.

9. a. àlù yé sǐlà bóm-bálá / bóǹ wó lɔ̀nɛ̀n kábá̀ ànǐ símáǹ nà

(2) b. (2 2 1 3 3 2 2 2 2 3 5 5 4 4 6 6 5 5 7)

c. àlú yé sǐ la bón ba lá bón ̀ wó . . .

d. they be settle at house big at house the which . . .

c. . . . lɔ̀ nɛn kába ̀ à ní síman ̀ lá

d. . . .build comp. stone the it with cement the with

e. They live in a big house which is built with stone and cement.

10. a. dén-nɛ́n kélén lɔ̀nɛ̌n, à bóló̀ yé bàrɔ̀má̀ là

(1) b. (1 1 1 1 3 3-2 3 2 2 3 5 5 4 o)

c. dén nɛn kélen lɔ̀ nɛn à bólo ̀ yé bàroma ̀ lá

d. child small one stand comp. his hand the be rail the on

e. A small child is standing with his hand on the rail.

11. a. àlé lɛ̀ yá:̀ nàgbɛ̀là

(1) b. (2 1 3 2 4 4 4)

c. à lé lɛ̀ yé áǹ lá gbɛ́ la

d. he emph. emph. be us on look at

e. He is the one who is looking at us.

Narrative Number Thirteen

The narrative is read in its entirety twice on the tape before the sentences are read for repetition.

1. a. à yé dǐ / màmàdǐ

(2) b. (2 1 3 3 3 3)

c. à yé dǐ màmadi

d. he is how mamadi

e. How are you (he) Mamadi?

2. a. í nú wà lɛ̀ / tànà té?

(3)/(2) b. (1 1 3 3 2 2 2-1)

c. í ní wà lé tàna té

d. you with question word emph. trouble is not

e. Hi, how goes it?

3. a. í kà mùn ké bǐ

(3) b. (1 3- 3 2 4)

c. í kà mùn ké bǐ

d. you did what do today

e. What did you do today?

4. a. ɔ:ó: ń séné né tɛ̀rɛ̀ dó-ní / kóní / ḿ bárárá / kósébé

(3) b. (4-1 1 1- 1 1 3 3 2 2 3 3 3 3 3 3 1 1 1)

c. ɔ:ó: ń sé nɛ(n) lé tɛ̀rɛ dó nɛ(n) koni ń báara rá kó sɛ̀bɛ

d. Oh, I tire comp. emph. was small little but I work past very much

e. Oh, I was a little tired, but, I worked very hard.

5. a. í lé dɔ̀

(3) b. (1 1 3)

c. í lé dɔ̀(n)

d. you emph. what about

e. And what about you.

6. a. ń né bà

(3) b. (1 1 3)

c. ń lé bà

d. I emph. question marker

e. Me?

7. a. ḿ wárá kràn-díà / kóní / kràm-mɔ́ má nà jɔ̀nà

(2) b. (1 1 1 3 24 3 3 5 4 5 7 7 7)

c. ń wá rá kàran día koni kàran mɔ̀ má nà jóna

d. I go past learn place the but, study person the neg. come on time

e. I went to school, but, the teacher did not come on time.

8. a. wɔ̀ mà díá ń yé kɔ̀n à nàrà kɔ́lá↗

(3) b. (2 2- 11 1 1 3 3 3 3 2 2-1)

c. wɔ̀ má día ń (n)yé koni à nà rá kɔ́ lá

d. that neg. sweet me for but he come past back on

e. That is not good for me, but he came late.

9. a. án kà krán dɔ̀-nĭn kɛ̆,

(2) b. (1 3 2 4 4 3-1)

c. án kà kàran dó nɛn kɛ

d. we past study the small little do

e. We studied a little.

10. a. á`wárá lú`mà kólâ

(3) b. (1 2 2 2 4 3 3-5)

c. án` wá rá lú ` mà kó lá `

d. we go <u>past</u> home the to after the

e. We went home after that.

11. a. é: kònì í má sé ɛ̀rɔ̀ bàkè

(3) b. (1 3 3 2 2 2 2 4 4 4)

c. é: koni í má sé wó ` dó bàke

d. so, but you <u>neg.</u> tire that the in very much

e. Yes, but that did not wear you out that much.

12. a. à yé dì / tànà tì í brá̰?

(3)/(3) b. (2 1 3 3 3 3 2 2-3-1)

c. à yé dì tàna té í bára

d. it is how trouble <u>neg.</u> your home

e. How are you?

13. a. lú-má-mɔ̀`1 dò

(3) b. (1 1 1 3)

c. lú mà mɔ̀ ` lú dò(n)

d. home at people the <u>pl.</u> what about

e. And what about the people at home?

14. a. tànà sí tá 1 là

(3) b. (2 2 1 1 3)

c. tàna sí té àl(ú) lá

d. trouble no <u>neg.</u> them with

e. No trouble with them.

15. a. í lé kònî / í yé yɛ́lɛ́lá tùmá tùmà

(3) b. (1 1 3 2-3 2 2 2 2 2 4 3 5 5)

c. í lé koni í yé yɛ́lɛ́ la tùma tùma

d. you emph. but you are laugh at all the time

e. You, but you laugh all the time.

16. a. (laughter) ń yé yɛ́lɛ́lá tùmá tùmà

(3) b. (1 1 1 1 1 3 2 4 4)

c. ń yé yɛ́lɛ la tùma tùma

d. I be laugh at all the time

e. I laugh all the time.

Narrative Number Fourteen

The narrative is read in its entirety twice on the tape before the sentences are read for repetition.

1. a. í kà ʒa̰a̰ yè kúnǔn?

(2) b. (1 3 24 4 3 5-2)

c. í kà ʒa̰a̰ yé(n) kúnun

d. you past John see yesterday

e. Did you see John yesterday?

2. a. ɛ̀ɛ̀ ń má:̀ yè kúnùn

(2) b. (1-4 1 1 3 2 4)

c. ɛ̀ɛ̀ ń má à yé(n) kúnun

d. no I neg. him see yesterday

e. No, I did not see him yesterday.

3. a. kònì símbíd lɔ̌n / ń kà à yèn án` kà nyɔm bè dyá-nén` dúró

(3) b. (2 2 1 1 1-3-2 1 3 3 3 1 3- 3- 3 2 2 3 3)

c. koni símbidi lón ń kà à yén án` kà nyɔn . . .

d. but Saturday day I <u>past</u> him see we <u>past</u> each other. . .

c. . . .bè(n) día nɛn ` dúrɔ

d. . . .meet place little the somewhere

e. But I saw him Saturday; we met in a little place somewhere.

4. a. díá-né` wò` ká ì̀n tèrè

(3) b. (11 1 3 2 4 4 4)

c. díya nɛ(n) ` wò ` ká nyìn tèrɛ

d. place little the that the be nice was

e. That little place was nice.

5. a. í kò díá lɔ́n/?

(3) b. (1 3 22 2-1)

c. í kà wó día lɔ́n

d. you <u>past</u> that place know

e. Do you know where?

6. a. à tɔ́` lɛ̌ / kó ʒántíómyɛ̂r

(3) b. (2 1 3-2 1 1 11 1-3)

c. à tɔ́ ` lé kó ʒántiomyɛr

d. its name the <u>emph</u>. quote: (a Kankan coffee shop)

e. Its name is ʒantiomyɛr.

7. a. à: díá-né` wɔ̌, à ká ì̀n tèrè / kósóbé

(3) b. (2 11 1 3-1 3 2 4 4 4 1 1 1)

c. a: día nɛ(n) ` wó à ká nyìn tèrɛ kɔ́sóbé

d. ah place small the that it be nice was very

e. Ah, that little place is very nice.

8. a. dɔ̀n-ná` l tɛ̀rɛ́ yèn/mɔ̀-sɪ̀à-mán` tɛ̀rɛ́ yèn/súnkúnén` tɛ̀rɛ́ yè / kósóbé

(4) b. (2 1 3 3 4 2 22 3 3 4 1 1 1 3 3 4 1 1 1)

c. dɔ̀n lá ` lú tɛ̀rɛ (yé) yèn mɔ̀ sía mán. . .

d. dance-er the pl. past be there person pl nty of . . .

c. . . . ` tɛ̀rɛ (yé) yèn súnkunɛn ` tɛ̀rɛ (yé) yè(n) kósébɛ

d. . . .the past be there girls the past be there very many

e. Dancers were there; many people were there; ther were many girls there.

9. a. án` kà án` nyénétɛ̀

(3) b. (1 3- 2 3 3 5)

c. án` kà án` nyénɛtɛ̀

d. we past we fun have

e. We had a good time.

10. a. án` tórá´yè / fó::/wátí náánín tùmà

(3) b. (1 2 2 4 1 2 2 22 2 4 4)

c. án` tó rá (yé) yè(n) fó wáti náani(n) tùma

d. we stay past be there until time four time

e. We stayed there until four o'clock.

11. a. sɔ̀-mà-dà-jóná` wòlà / àá kɛ̀-bâ

(3) b. (2 2 2 1 1 3 3 32 4 3-5)

c. sɔ̀ mà dá jòna ` wó lá àá kɛ̀ ba `

d. morning at mouth early the that at ah man big the

e. Until daybreak, at that, ah, big man.

12. a. sàfɛ̀ fɔ́ ní í tún sèrá yè wà bánnɛ̂n

(3) b. (2 2 1 1 1 1 3 2 4 4 3 3-5)

c. sàfɛ fɔ́ ní í tún sè rá ye(n) wó bán nɛn `

d. after that but if you had reach past there that finish comp. the

e. If you had come there after that time, it was over.

13. a. án` wàrà lú` mà

(3) b. (1 3 3 2 4)

c. án` wá rá lú ` mà

d. we go <u>past</u> home the to

e. We had gone home.

Narrative Number Fifteen

The narrative is read in its entirety twice on the tape before the sentences are read for repetition.

1. a. kàbínɛ̌, í fà yè mì

(2)/(2) b. (2 1 3-2 2 4 4 4)

c. kábínè í fà yé mí(n)

d. Kabine your father be where

e. Kabine, where is your father?

2. a. ḿ fà bà

(2) b. (1 3 3+)

c. ń fà bà

d. my father <u>question</u> <u>word</u>

e. My father?

3. a. à tí* yàn

(2) b. (2 1 3)

c. à té yàn

d. he <u>neg.</u> here

e. He is not here.

* tí is a variant of té

4. a. à wánɛ́n fáránâ

(2) b. (2 1 1 1 1 1-3)

c. à wá nɛn fáráná

d. he go comp. Faranah

e. He has gone to Faranah.

5. a. é: fáráná́?

(2) b. (1 1 1 1-)

c. é: fáráná

d. oh Faranah

e. Oh, Faranah?

6. a. ɔ:ɔ́ / à wánɛ́m mùná yè

(2) b. (2 1 3 2 2 4 3 5)

c. ɔ:ɔ́ à wá nɛn mùna yè(n)

d. oh he go comp. why there

e. Oh, why has he gone there?

7. a. à wánɛ́m bɔ́lá yèn kà fáráná rágbé,́ kà bá kà:̀ téné yê

(2) b. (2 1 1 1 1 3 3 2 2 2 2 2-1 4 3 5 4 4 4-6)

c. à wá nɛn bɔ́ la yèn kà fáráná rá gbé kà bá(n) kà à téne yé(n)

d. he go comp. exit at there to Faranah in see to finish to his aunt see

e. He went visiting there to inspect Faranah and finish by seeing his aunt.

8. a. à nàtɔ́ tùmá̀ nyùmàn

(2) b. (2 2 1 3 2 4 4)

c. à nà tɔ́ tùma ̀ nyùmàn

d. he come-ing time the which

e. When will he come back?

9. a. é / mô:lɔ̀n

(2) b. (1 11 3)

c. é ń má wɔ̀ lɔ́n

d. oh I neg. that know

e. Oh, I don't know.

10. a. à yé dì / í ná dɔ̀n

(2)/(2) b. (2 1 3 1 1 3)

c. à yé dì í ná dɔ̀n

d. it be how your mother what about

e. How are you and what about your mother?

11. a. ń ná ká kéndé

(2) b. (1 1 1 1 1)

c. ń ná ká kéndɛ

d. my mother be well

e. My mother is well.

12. a. à fáná wánén` dɛ̌?

(2) b. (2 1 1 1 1 3-1)

c. à fána(n) wá nɛn ` lé

d. she also go comp. the emph.

e. Is she gone too?

13. a. à má wâ / à tórá yàn

(1)/(1) b. (2 1 1-3 2 1 1 3)

c. à má wá tó rá yàn

d. she not go stay past here

e. She didn't go, she stayed here.

14. a. í dó-nén:`dɔ̀n

(1) b. (1 1 1 3)

c. í dó nɛn ` lú dɔ̀n

d. your small small the pl. enter

e. And what about your younger siblings?

15. a. àlù bɛ̀ kɛ̀ndɛ̀

(1) b. (2 2 2 2 2)

c. àlú bé (ká) kéndɛ

d. they all be well

e. They are all well.

16. a. ń dó-ké yɛ̀rɛ́ à wánén lɛ̀kɔ̀ ` là

(1) b. (1 1 1 3 2-4-3 5 4 4 6 5 7)

c. ń dó kɛ̀ jɛrɛ à wá nɛn lɛ̀kɔl ` lá

d. my small male himself he go comp. school the to

e. My younger brother has gone to school.

17. a. à hákílí`dùmàn / kósóbé?

(2) b. (2 1 1 1 3 3 1 1 1)

c. à há(n)kili ` dí mán kó sébɛ

d. his mind the sweet of thing important (very much)

e. His mind is very good.

18. a. à yɛ̀ bárálá / fáná?

(1) b. (2 2 1 1 1 1 1)

c. à yé báara lá fána(n)

d. he be work at also

e. He is working too.

19. a. à kérá mɔ̀ fìlà-ná` lɛ̀ dì àlá klàsí` là

(2) b. (2 1 1 3 3 3 2 4 4 4 3 5 4 6)

c. à ké rá mɔ̀ fìla ná(n) ` lɛ̀ dì à lá klàsi ` lá

d. he be <u>past</u> person two <u>comp</u>. the <u>emph</u>. as he on class the at

e. He has been the second person in his class.

20. a. àlá kàràm-mɔ́` kɔ̀ ká:` yɛ̀ báárálá / kɔ́sɔ́bɛ́?

(2) b. (2 1 3 3 2 4 3 5 44 4 4 3 3 3)

c. à lá kàran mɔ̀ ` kó kó à yé báara la kɔ́sɔbɛ

d. he on study person the saying that he be work at very much

e. His teacher says he works very hard.

21. a. à kà sébɛ́` làwà ḿ fàmà

(2) b. (2 2 1 1 3 3 2 4 4)

c. à kà sébɛ ` lá wá ḿ fà mà

d. he <u>past</u> letter the make go my father to

e. He sent a letter to my father.

22. a. wɔ̀ díárá ḿ` bɛ̀ nyɛ̀

(2) b. (2 11 1 1 3 3)

c. wɔ̀ dí yá rá án` bé nyé

d. that sweet <u>der</u>. <u>past</u> we all for

e. That pleases us all.

23. a. ḿ fà kà sàmbàrà-kúdá` sàn kà dá:` mà

(2) b. (1 3 3 3 3 3 2 2 4 4 3 5)

c. ḿ fà kà sàmbara kúra ` sàn kà dí à mà

d. my father <u>past</u> shoe new the buy to give him on

e. My father bought new shoes to give to him.

24. a. wò díárá:`nyè / kósóbé?

(2) b. (2 11 1 3 1 1 1)

c. wò dí yá rá án` yé kósɔbɛ

d. that sweet der, past us be very much

e. That made him very happy.

THE LEXICON

Introduction to the Lexicon

Words are alphabetized according to the following scheme.
a, b, d, f, g, gb, h, i, j, k, l, m, n, ŋ, p, r, s, t, w, y.

Words beginning with h are Arabic in origin and the word beginning with g is French as are most words beginning with p. The ŋ is an allophone of n and r is a variant of d. j and y are given separate entries here but in some dialects they have merged.

Verbs taking the prefixes lá, mà or rá are alphabetized without the prefix.

The main entry for each word is Maninka-kan. If the word is known to occur in other dialects (i.e. if it or a cognate occurs on an existing word list or dictionary) an entry is made in the last line showing this fact. The abbreviations are:

B = Bambara (and probably Dyula)
K = Kuranko
MD = Mandinka
M = other Maninka-kan forms of the word

If just the abbreviation appears, then the word in question is identical to the Maninka-kan word. If the word varies from the Maninka-kan form the variant is given after the abbreviation.

It is certain that there are many more cognates among the dialects than show up here. The information given in this lexicon should not be used under any circumstances for lexico-statistic comparisons of the dialects in question.

The sources used for the Kuranko and Mandinka words do not indicate tone and it is assumed that the tones of the Kuranko and Mandinka words are the same as the Maninka-kan words.

The following symbols are used to classify the entries gramatically.

Adj. = Adjective
Adv. = Adverb
N = Noun (alienable)
N. kin = Kinship term
N.* = Noun (inalienable)
Vint. = Intransitive Verb
Vtr. = Transitive Verb

Other symbols used are:

lá-, mà-, rá-, ró- } Obligatory verbal prefixes. Makes verb transitive. rá and ró are variants of the same morpheme.

(lá-), (mà-), (rá-), (ró-) } Optional verbal prefixes. Makes verb transitive.

N.lá, N.ró, N.kàn, N.bólo } Obligatory post-verbal postpositional phrases.

(N.lá), (N.ró), (N.kàn), (N.bólo) } Optional post-verbal postpositional phrases.

ref. = Obligatory reflexive verb.
(ref.) = Optional reflexive verb.

LEXICON

à	he, she, it, his, hers, its, him, her; third person singular, Pronoun B., K., MD.
àfrik	Africa, N.
ála	God, N. B., K., MD.
àlé	see à + lé
álú	you pl., yours pl., second person plural, Pronoun B. á, áú, K. só, MD. al
àlú	they, them, their, third person plural, Pronoun B. ù, K. ánú, MD. i
àlùlé	see àlú + lé
alúlé	see álú + lé
án`	we, us, our, first person plural, Pronoun B. án, K. má, MD. n
án`né	see án` + lé
àngle	English, N.
àngle-kan	English Language, N.
àní	and B., K. anube, MD. anin (<à + ní with)
ba	big (see bunya), (occurs only in nominal compounds) B., K., MD.
bá	grandmother, mother, N. kin B., MD.
bá	river, N. B., MD.
bá	when, if, that, (bá does not lower)
bà	goat, N. B., K., MD. bà-den kid bà-koron billy goat bà-muso nanny goat

báara — work (sometimes bára), N., Vtr., (+lá-)
B.
báara-den worker

bá-da — river bank, N.

bála — xylophone, N.
B., MD.

bàla — porcupine, N.
B., MD.

bàlan — close, lock, block, Vtr.
B., MD.

báli — without, lacking, (nominal and verbal suffix)
K. béle, MD.

bálo — nurture, bring up, Vtr.
B.

bámana — Bambara, N.
B.
bamana-kan Bambara Language

bámba — carry on one's back, Vtr.
B. bàmu

bàmba — crocodile, N.
B. bama, MD.

bán — finish, Vint., (+N.lá), (+lá-)
B., K., MD.
bán N.lá finish (on) N.

bàn — palm tree, N.
B.
bàn-ji palm wine

bàn — refuse, deny, Vtr., (+N.rɔ́), (+N.lá)
B., MD.

bànanku — casava (<bàna-ku?) (see kú), N.
B. bànanku
bànanku-to casava mush

bánda — sky, N.
K.
bánda-ka morning (see kà, cut, open)

bàn-ji — palm wine, N.

bánki — bank, N.
B.

bànku — clay, earth, N.
MD.
bànku-da clay bowl (see dà, bowl)

bára — lose weight, decrease, Vint.
MD. (+lá-)

bára — household, home, relatives, N*.
K. wára
bára-muso favorite wife
B.

bàra — calabash, gourd, N.
B.

bará — perfect marker, precedes the verb (possibly bá + rá, had, was, has)

bára — navel, N*.
B.

bàra-julu — umbilicus, N*.

bàrkon — barrel, N.
MD. bariko

bàrna — plantain, N.
B. bàranda, K. bàrana

bàro — chat, converse, Vint.
B.

bása — lizard, N.
B., MD.

bási — medicine, fetish, N.; cure, Vtr.
B.

bàsi — couscous, N.
B.

bàtaki — letter written in Arabic, N.
B.

bàto — boat, N.
B.

bàto — worship, Vint., +lá-
K., MD. bàtu

bàya — belt (beaded), N.
B. bàgan

báyi — vomit, Vtr.; Vint.

bè — see bèn

bémba — grandfather, N. kin
B.

bèn — repair, Vtr., (+lá-)

bèn — fall, drop, Vtr.; Vint., (+lá-), (+N.kàn)
B. bìn, M. bè

bé — all
B. béɛ, K. béɛ, MD. bee

bé — B. copula (see bé below)
see M. ye, K. bé and yé, MD. bi

bé — future marker, used less frequently than dí in Maninka

bémà — very much, Adv., (tone is highly variable)

bèn — repair, agreement, N.; agree, Vint., (+N.mà)
B., MD.
bèn N.mà agree on N.
MD. (+kàn-)

bí — times ten
B.

bì — today
B., K., MD.

bídika — darkness, N.

bìla — release, leave, place, Vtr., (+N.ró), (+N.lá), (+lá-)
B., K., MD. bula
bìla-koro uncircumcised boy
bìla N.dó to put something in N.
N. bìla N.má to connect N to N.

bín — grass, N.
B., K. bínye, MD.

bìnyɛ — arrow, N.
B.

bínyɛ — liver, N*.
B.

bíran — in-laws, N.
B., MD. bitan

bìro — office, N.
B.

bǐtiki — shop, N.
B. bùtigi, MD. bitiko

bɔ̀ — excrement, N*.
B., MD. bu

bóbo — dumb, speechless
B.

bólo — hand and arm, N*.
B., K., MD. bulu
bólo-kan wrist
bólola-diya skill 'with-hand-skill'

bólo — 'by the hand of', suffix or Postposition marking agent in the passive. Unlike the noun bólo, it is subject to tonal lowering.

bɔ̀lo(n) — gate house, watch tower, N.
MD. bulun

bólo-kan — wrist, N*.

bólo kɛ̀ — grasp, N.+Vtr. (i.e. 'to do (by) hand')

bɔ̀mbo — chin, N*.
B.

bɔ̀mbo-si — beard, N*.

bɔ̀n — big, important (see bùnya), Adj.
B.

bón — dwelling, house, N.
B., K., MD. bun
bón-kolo floor
bón-ti house owner

bɔ̀ri — drive, run, Vtr., (+lá-)
B. bɔ̀li, K. bùri, MD.

bɔ̀ro — swamp, mud, N.

bóso — skin, butcher, carve, Vtr.
B.

bɔ́ — exit, fetch, seek, Vint., (+N.rɔ́), (+N.mà), (+N.kàn), (+rɔ́-) (supplies ablative notion such as from out of, comes from, appears like)
B., K.
bɔ́-diya tracks (existing place)
bɔ́ N.kàn grow out of the earth (N.)
bɔ́ N.la take from N.
bɔ́ N.mà find N.
bɔ́ N.lá to come out like, to appear to be

bɔ̀ bamboo sticks, N.
B.

bɔ̀ clay, N.
MD. bo

bɔ́aba termite, N.
M. báábáá

bɔ̀lɔn harp, N.

bɔ̀n pour, spill, Vtr.; Vint., (+lá-), (+N.mà)
B., MD.

bɔ̀rɔ mask, bag, N.
MD. bɔtɔ

brá see bára

brɪ̀ki-den brick, 'brick-offspring', N.

bù chaff, N.

búku book, N.
MD.

bùnya increase, show respect, be big, Vtr.; Vint., (bɔ̀n, ba)
K. bɔ̀nya

bùri ash, dust, N.

búru bread, N.
B. mburu, MD. mburu

bùtɛli bottle, N.
B. bùteli

dá mouth, opening, N*.
B., K., MD.
dá-gbolo lip
dá-si beard
dá-ji spittle

dá price, entrance, N. (probably the same as dá, mouth)
B., MD.

da bowl, N.
B. dàga 'vase, vessel', MD.

dá:` future and third singular, dí + à

dàba hoe, N.
B., MD.

dàbari — plot, poison, evil spell, N.; Vtr.
B. dàbili

dàbi — bedbug, N.
B., MD.

dafɛ̀ — near, Postposition (<dá + fɛ̀)

dá-gbolo — lip, 'mouth skin', N*.

dàla — lake, pool, pond, N.
MD.

dámina — begin, Vint.
B. dáminɛ

dámun — eat, feed, use up, cheat, Vtr.
MD. dɔmo

dán — cf. dàn and dán

dán — count, Vtr.
B., MD.

dán — make, weave, sew, braid, Vtr.; Vint., (+lá-)

dàn — shore, limit, N.; Vtr.
B. dàma (dàn + mà?), MD.
dànnà different, at the limit (dàn + lá, no specific determiner)

dánka — curse, N.
B. dánga, MD.

dánya — habit, N.
B. dáma

dánya — shot, N.

dàraka — breakfast, N.
B.

dása — lack, Vint.
M. dése, K.

dékun — strangle, constrain, Vtr. (ref.)
B. dégun

dém-muso — girl, N.

dén — offspring, fruit, N*.; Vint., +lá-
B., K., MD. din
dém-ba-ya family B.
dén-kɛ boy
dém-muso girl
dén-nin child
dén-mɛsɛn child

dènka — hole, N.
MD. dinka, M. dènka

dén-kɛ — boy, N.

dèbɛ — mat, N.
B. dèbɛn

dèmɛn — help, Vtr., +mà-
B. dèmɛ, K. dèmbɛ, M. dèma

dèn — gathering, N.; gather, Vtr.; Vint., +N.mà, (+lá-)
MD.

dènsɛ — calf of the leg, N*.
B. dèsɛ, MD. desɛ

dɛ́sɛ — lack, Vint.
M. dása, B.

dí — future marker, (ní and lí are phonological variants of dí)
(does not lower tonally in most speakers tested)
B. ná, K. sí

dí — give, Vtr., (+N.mà), very likely the same as dí, push)
B., MD.

dí — to push, press, Vtr.

dí — sweet, pleasant, agreeable, Adj.; Vint., (+lá-)
B., K., MD. dia (dí + ya)

dǐ — how, Question word
B., MD.

día — skill, N.

día — place, location (in compounds), N., (díya in some word lists)

dìbi — darkness, N.
B., MD.

dími(n) — pain, N.; Vint., (+N.mà)
MD. dimi(n), K. díni, B. dími

dína — religion, N.
B. díinɛ, M. díina

dĭ-nyɔ friend, N., (?<dí + nyɔ̀n 'sweet' + 'each other')

díya see día

dó some, a certain _____, one, N.
B. dɔ́, K., M. dɔ́

dòku duck, N.

dòn enter 'and what about', Vint., (+N.lá), (+lá-)
B., K. dùn, MD. dun

dòn hide, Vtr., (+N.mà)

dòn move, transfer, Vtr., (+N.lá), (+N.bólo), (+mà-)

dòndon rooster, N.
B. dɔ̀non, K.

dóni see dɔ́in (also dón)

dònso hunt, N; Vtr.
B.

dɔ́ in, within, Postposition (ró in many dialects)

dɔ́ some, a certain, one, N.
B., K. dó, M. dó (also dɔ́)

dɔ́ small, junior, N.; N*.; Adj.
B. dɔ́gɔ, K. dɔ́gɔ

dɔ́in slowly, Adv.
M. dɔ́ni, dóni

dɔ̀lɔ liquor, beer, N.
B., K., MD. dɔlo

dɔ̀n dance, mark rhythm, N.; V. ref.
B., MD.
dɔ̀n-kili song
B., MD.

dɔ̀tɔrɔ doctor, N.
B. dɔ̀kɔtɔrɔ

dù land, floor, earth, village, N.
B. dùgu, K. dùgu

dú-man sweet, (see dí), Adj.
B.

dùn deep, N.; Adj.
B.

dùndun — drum, N.
B. dùnun, MD. duntun

dúnia — world, N.
B. dínyɛ, MD.

dúrɔ — somewhere, (?<dù + dɔ́), Adv.

dùruki — shirt, bubu, N.
B. dlòki, M. dùrki, M. jìriki

fá — fill, become full, Vtr., (+lá-); Vint.
B., MD.

fà — father, N. kin
B., K., MD.

fà — see fùa

fàgba — paddle, N.

fàle — donkey, ass, N.
B., MD. fali

fàlin — change, exchange, Vint.; N.
B. fàlen

fàmba — main part, most of it, cf. fán

fàmfa — cave, den, shelter, N.
F. fàmfan

fàmu — understand, grasp, Vtr.

fán — forge, N.
B.

fán — place, N.

fàn — side, edge, wing, N*.

fàn — cutlass, sword, N., (probably same as fàn, edge)
MD.

fána(n) — also
B. fána, K. fana, MT., M. fàna(n)

fàni(n) — cloth, N.
K., MD.

fànka — power, strong, Adj.; N*.; N.
B. fànga, K.

fára — divide, be different, Vint., (+N.rɔ́), (+lá-), (+rɔ́-)
B., K., MD.

fára rock, stone, N.
B.

fàra skin, outside, N.
B., MD. fata

fàri body, flesh, skin, N*.
B.

fasa tendon, sinew, nerve, N*.
B., MD.

fén thing, N.
B. fén, K., MD. fen
fén-nagbɛ-la curiosity seeker

fere trade, sell, Vtr.
B. féere, K. félen

fé field, garden, patch, growing place, small field, N.

fé blow on, Vtr., +lá-

fɛ̀ near, with (see dáfɛ̀), (also used to indicate want or desire), Postposition
B., K.

fé light in weight, Adj.
K., MD. fea

féde-den brick, N.

fɛ̀ne cream, N.
B. fɛ̀ɛne

fénen look at, into, Vtr., (+mà-), (+rá-)

fére to be relieved, peaceful, Vint.
B.

fɛ̀re fan, winnowing tray, N.

féren plank, platform, N.
B.

fìla two
B., K., B. flà, MD. fula

fìli to err, to be lost, be wrong, to lose, detoured, thrown aside or away, Vint.; Vtr.
B.

fín — black, N.; Adj.
B., K., MD.

fíra — leaf, feather, N.

fìran — sweep, Vtr., +mà-

fìsa — better, to improve, Vint.; Adj.
B., K., MD. fisia

fólo — valley, gorge, gully, N.
B. fólon

fóni(n) — foni grain, N.

fó — up to, except, but
B. fó, K., MD. fo

fó — miss, fall short, Vint., (+N.lá), (+lá-)
B., MD. fo, M. fo::

fó — say sound, sing, play, Vtr., (+ró-), (+N.mà)
K., MD. fo
fó-li talk, music
fó-la musician

fòdo — field, N.
B. fòro

fólo — Vint., +N.mà

fólo — first, N.
B., K., MD. folo

fóm-fon-nin — gabon viper, N.
B.

fóyi — nothing, N.
B. fú

fù — sponge, fiber, N.
B., MD.

fùa — die, kill, Vint.; Vtr., (+lá-)
B. fàga, M. fà, K. fàfa, MD. fa

fùan — aluminum, N.
B. fùgan

fúla — Fula, N.
B., MD.

fúla — hat, N.
K.

furu — marriage, N.
MD. futu

gánye — win, Vint.
B.

gbá — shed, scaffold, N.
B. gá

gbà — kitchen, fireplace, N.
B. gà

gbáda — pin down, Vtr.

gbàla — reed, stick, N.

gbálan — platform, scaffold, N.

gbàlo — extraordinary thing, N.
B. gàlo

gbán — okra, N.
B. gán

gbán — make jump, fly, spook, Vtr., (+lá-), (+mà-)
B. gán, K.

gbàn — cheek, N*.

gbànku — overlap, intermesh, intertwine, Vtr.; Vint.

gbàran-ya-muso — least loved wife, N.
B. gàlo-muso

gbàsi — strike, beat, Vtr.
K., MD. busa

gbèden — unripe fruit, N.
B. gèren

gbén — chase, Vtr.
B. gén

gbènda — feed lot, pasture, N.

gbé — inspect, observe, Vtr., (+ró-), (+lá-)

gbé — while, Vint., (+lá-); N.; Adj.
B. jé, K.

gbéde — other, different, Adj., (also gbére), (functions like bé, all and sí, no)

gbèlɛ(n) difficult, hard, Adj.
B. gèlen, K.

gbéreɛ see gbédeɛ

gbèren lower leg, N*.
B. gènen

gbéseɛ tooth brush plant, N.
B. géseɛ

gbídi mob, crowd, N.

gbíli heavy, Adj.
B. gírin, M. gbílin, K., MD. kulia

gbó bad, bitter, nasty, Adj.
M. gbó

gbòlo leather, skin, N*.
MD. kulu

gbɔ̀n great ape, N.

gòro 'gross', big wheel, N.

hàakeɛ sin, sorrow, N.
B. hàkeɛ, K. hàkeɛ

háan see hán

hábadan forever, always, Adv.
B. ábada, K.

hámi worry, Vint.
B.

hán until, too much, Adv.
K. há, MD. hani, M. háan

há(n)kili spirit, mind, intellect, N.
B. hákili

hàramu immoral, Adj.
B.

héra luck, happiness, N.
B. héreɛ, MD.

í you, yours, second person singular, Pronoun

ɪ̀ko again, Adv.

ílé see í + lé

jààtí — yes

jámana — country, N.
B.
jámana-lagbɛ-la tourist, N.

jàmba — tobacco, N.
MD. leaf

jàn — long, Adj.
B., MD.

jànto — to watch over, guard, Vint.

jàrá — lion, N.

jása — reed fence, N.
B.

jèli — blood, N*. ; griot, N.
K. yǐli, MD. yɛli

jíne — who, Question word (see jón)

jɛ́ — fish, N.
B. jégɛ, K. jégɛ, MD. ye

jɛ̀rɛ — self
B. yèrɛ, K. nyèrɛ

jí — liquid, water, juice, N.
B., K. yí, MD.

jí — lose hope or trust, descend, Vint.
K. yígi, MD. ji

jǐa — shadow, N.

jǐra — show, Vtr., (+N.lá)
B., MD. yiri

jíri — tree, wood, N.
B., MD.

jǐriki — see dùruki

jona — suddenly, at once, on time, Adv.

jóna — early, soon, quickly, Adv.
K., B. jóona

jon — who, Question word (see jíne)
B., K. yón

jɔ̀n slave, N.
B., MD.

jú stalk, stem, trunk, N.
M. yú

jù buttocks, N*.
B., MD.

jùla trader, N.
B.

jùlu rope, cord, tube, N.
MD.

ká affirmative adjectival copula

kà affirmative past tense marker

kà cut, open, harvest, Vtr., (+lá-), (+rɔ́-)

kába stone, N.
B.

kàba scabies, mange, ringworm, N.
B., MD.

kàba corn (maize), N.
B.

kàbi since, (tone may vary)
B., MD. kabirin

kádi pick, snap off, break off, Vtr., (+rɔ́-)
B. kári

káfiri pagan, N.
B., MD.

kà kán kà must (to), precedes verb or object and verb, (kà may be infinitive marker)

kála hot, Adj.
B. kálan, MD. kandi

kála bow, N.
B.

kàla reed, stick, N.

káli fast, Adj.
M. kála, K.

kàli swear, bet, V. ref.
B., MD.

kámaren — unmarried, young man, N.
B. kámalen

kámba — pigeon, N.

kàmban — shoulder, wing, N*.
B. kàman

kàmfa — froth, foam, scum, N.
B. kànga

kán — throat, voice, tongue, language, N*.
B., K., MD.

kan — same, Adj.
B., MD.

kàn — on, upon, Postposition

kàna — negative imperative
B., MD.

kànì — clothed in, Postposition, (<kán`lá)

kàni — love, Vtr.
B. kànu, K.

kànkaliba — medicinal tonic, N.
B.

kára — indigo, N.
B. gàla

kára — sew, Vtr., (+lá-)
B. kála, MD.

kára — misfortune, N.; Vtr., (+mà-)
B.

kárafe — bit, bridle, N.
B. kárafe

kàram-mɔ — teacher, N.

kàran — read, learn, study, N.; Vint.; Vtr.
B. kàlan, K., MD.

kɔrɔ — month, moon, N.
B. kálo, K., MD. kari

kasanke — shroud, winding sheet, N.
B., MD.

kàsi — cry, weep, complain, Vint.
B., K.

kàso — jail, prison, N.
B.

kàya — testicles, hernia, N*.
B., MD. kaiya

kélen — one
B., K. kílen, MD. kilin

kén — good, beautiful, Adj.
K. kín

kènde — red sorghum, N.
B.

kéu — wise, Adj.

ké — make, do, become, Vint.; Vtr.
B., MD. ke, M. ké

kè — male, man, husband, N*.
B. čè, K., MD. ke

kèle — war, fight, N.
B., MD. kɛle

kéme — one hundred, N.
B., MD. kɛme

kén — grease, fat, N.
B., MD.

kénde — well, healthy, green, Adj.
B., K., B. kéne, MD.

kéne — light, clear, daylight, Adj.; N.
B.

kènen — groin, N*.
B.

kĭa — clever, Adj.

kĭbaro — news, N.
K., B. kĭbaru, MD. kibari

kíli — egg, sphere, ovoid, testicle, N.; N*.
B., MD.

kĭli — call, Vtr., (+mà-)
K., MD.

kín — bite, Vtr.
K., MD.

kíni(n) — cooked rice, N.
B. kíni, K. kíni, MD., M. kínin

kínin — right, N.
B.

kĭnyɛ — sand, N.

kĭsɛ — grain, powder, speck, N.
B.

kĭsɛ — brave, Adj.
B.

kĭtabu — book, N.
B., K., MD.

kíti — judge, judgement, Vtr.; N.
B. kíri, MD.

kó — say, Vtr.
B., MD.

kó — thing, event, N.
B., K., MD. ku

kó — 'that', 'saying:' or possibly 'thing:', kó has been called a defective verb but it may be the noun kó, thing , because it does not lower its tone., frequently kɔ̀

kò — wash, Vtr.
B., K. kù, MD. ku

kóju — too much, Adv.
M. kójù

kòko — koko yam, cocoanut, N.

kólo — bone, kernel, N.
B., MD. kuli

kòlon — mortar, N.
B., K.

kónya — well, carefully, Adv.

kòsán kà — to know how (to), precedes verb or object and verb
K. kùsan (ka)

kósobɛ — see kósɛbɛ

kɔ́ back, behind, N.; 'after', Postposition, (see kɔ́ below)
B., MD. ko

kɔ́ bosom, N*.
B. kɔ́gɔ

kɔ́ in addition to, after, beyond, Postposition

kɔ̀ river, N.

kɔ̀ salt, N.
B. kɔ̀gɔ, K. kɔ̀gɔ

kɔ̀lɔn well, pit, trough, N.
B., MD.

kɔ̀min clerk, N.

kɔ̀ni but
B., K. kɔ̀nɔ

kɔ̀nɔndɔ nine
B. kɔ̀nɔntɔn, MD. kɔnɔntɔ

kɔ́nkɔ hunger, N.
K. kɔ́inkɔ, MD. kɔnko

kɔ́nɔ bead, N.

kɔ́nɔ in, inside, within, Postposition

kɔ́nɔ belly, insides, N*.
B., K. kɔ́ndɔ

kɔ̀nɔ bird, N.
B., MD. kunu

kɔ́rɔ under, Postposition
B., MD. kɔto

kɔ̀rɔ old, Adj.
B., K.

kɔ́sɛbɛ very much, 'thing important'
M. kɔ́sobɛ, kɔ́sɛbɛ, kɔ́sɔbɛ, etc., B. kɔ́sɛbɛ, etc.

kɔ́sɔ̀n because

kɔ́tɔ̀ behind, Postposition
M. kɔ́tɔ

kú yarn, thread, N.
B.

kulun — canoe, N.
K. kúlon

kúma — word, talk, N.; Vint.
B., K., MD.

kumbi — dew, N.

kùmun — acid, Vtr., (+lá-); Adj.; N.
B. kúmu, M. kúmu, K. kùna, MD.

kún — contain, fit, Vtr.
B., MD.

kùn — head, top, tip, N*.
B., K., MD.

kùna — over, (?<kùn + lá), Postposition
K. kùma, MD.

kúnun — wake up, Vint., (+lá-)
B., MD. kuni(n)

kúnun — yesterday, Adv.
B., K. kúnu, MD.

kùnun — swallow, Vtr.
B., MD.

kúra — new, Adj.
B., K., MD. kuta

kúru — group, N.

kùru — stone, mountains, city hall, N.

kúrun — thunder, drumming, Vint.
B.

kùrusi — trousers, N.
K.

la — agent marker, nominalizes verb, Verbal Suffix

la — durative marker, Verbal Suffix,(gets tone from the verb)

lá — in, on, at, Postposition
B., MD.

lá — lay, lie, put, adhere, cover, tell, Vtr.
B. dá, K. sá, MD.

lá — be convinced, believe, 'to hold', Vint., +N.lá
B. dá

lá:` see dí, (future marker, <lí + à <dí + à)

là sheath, N.
MD.

lá-dɛbɛ sleeping mat (see dɛ̀bɛ), N.

lákan young, Adj.

làn till, grow, plant, cultivate, Vtr.

lànyiri promise, N.
K.

lé emphatic particle (two tonal varieties)
M. lè

lè emphatic particle (two tonal varieties)
M. lé

lèkɔl school, N.
B. làkɔli, etc.

lèmunu orange, N.
B. lèmburu, MD. lemuna
lèmunu-kumu lemon

lèn melt, Vint.

lɛ̀ wild pig, N.
B.

li iterative marker, =ing, nominalizes the verb

lí phonological variant of dí, future marker

lí honey, N.
K., MD.

lɔ see lɔ̀

lɔ̀lo dream, star, N.
B. dɔ̀lo, MD.

lóolu five
K. lóli, MD. lulu

lón day, N.
B. dón, MD. lun

lɔ́ firewood, N.
B. dógo, MD. lo

lɔ́ market, N.
M. lɔ́fɛ

lɔ̀ command, appoint, order, send, stand, build, Vtr., (+lá-)
K. sɔ́, MD. lo, M. lɔ̀

lɔ́fe market, N.

lɔ́n know, Vtr., (+lá-)
B. dɔ́n, K., MD.

lú yard, home, house, family, N*.
B. dú, K. lú

lúlen shade, N.

lúlu root, N.

m I, me, my, first person singular, Pronoun

má negative past tense marker

má grandmother, N. kin

mà on, at, to, Postposition
B., MD.

málo be receptive to, escort, Vtr.

màlo rice, N.
B., MD. mani

mámun paint, Vtr.

mà-muso grandmother, lady, N.
B.

man of, some of, of the type, a person of some type, suffix

mán still, yet, again, Adv.

mán negative adjectival copula
MD.

mána glue, N.
B.

màŋkoron mango, N.
B. máŋgoro, K. maŋgoro, MD. manko

mànsa king, chief, N.
B., K., MD.

mànyuma-ko compassion evoking event, N.
B.

màra keep, guard, Vtr., (+lá-)
B.

máran — left
bólo-maran`nà on the left

màsiba — catastrophe, N.
B.

màtanka — see tànka

mèlɛka — angel, N.
B. mèlɛkɛ, MD. malaika

mèlɛn — blade, flame, N.
K. màlan

mèlɛn — hippopotamus, N.
B. màli, M. màlen, MD. malo

mémà — because (mén + mà)

mén — that
MD.

mén — hear, Vtr.
B.

mén — endure, hold out, Vint.
B.

mín — where, Question word
B., K., MD.

míŋ — that, this
B., K.

mìn — drink, Vtr., (+lá-), (+mà-)
B., K., MD.

mìnan — antelope, N.
B., MD.

míra — catch, hold, heed, Vtr., (+lá-), (+mà-), (+rá-)
K. bíra, MD. muta

míri — think, Vtr., (+N.mà)
K., MD. mira

mìsɛn — little, tiny, Adj.
B., M. bèsɛn, M. mèsɛn, K. mèsɛ

mìsikina — destitute person, N.
B. mìsikinɛ, MD.

mísilinini — Moslem, N.

mìsírí — mosque, N., (tone varies)
B., MD.

mòa — soft, Adj.

mó(m)bili — see mómili

mómili — vehicle, lorry, car, N.
M. móbili, mómbili, etc., B. móbili

món — eat, Vint.; Vtr.

mòran — dish, N.
K. mĭran

mòro-fa — gun, N.

mòte — motor, engine, N.

mɔ̀ — ripen, Vint.
B., MD. mo

mɔ́ — person, one, N.
B. mɔ̀gɔ, K. mɔ̀gɔ, MD. mo

mɔ̀a — touch, feel, contact, Vint., +N.lá, bólo`mɔ̀a, touch; soft, Adj.

móbili — conveyance, car, truck, N.
B. móbili, M. mómili

mɔ̀nin — porridge, N.
B.

móri — Maninka Moslem, N.

mùmɛ — all
B.

mùn — what, Question word
B., MD.

mùna — why (<mùn + lá), Question word

mùndĭ — in what way, manner 'what how', Question word

mùndɔ́ — in what, why, Question word

mùru — knife, N.
B., K. mùri, MD.

mùso — woman, wife, N.; N*.
B., K. mùsu, MD. musu

ń — I, me, my, first person singular, Pronoun
B., MD.

ná	sauce, N. B.
nà	mother, N. kin M. `ná, K., MD.
nà	come, Vint., (+N.dì), (+lá-), (+N.mà) K., MD. nà N.dì come with (bring) N. nà N.mà arrive at N.
náani(n)	four B., MD. náani, K. náni
nàfulu	riches, wealth, N. K. nàmfulu, B. nàfolo
náko	see náko
náko	garden, N. B., K., MD. nako, M. náko
nàmasa	banana, N. B.
nàmu	custom, law, rule, N. B.
ná(n)	ordinal suffix
náti	nut, N.
nɛ̀	iron, metal, N. B. nègɛ, K. nègɛ, MD.
nɛn	completive aspect, verbal suffix, tone is high after high, low before high and high before low when verb is low, M. mɛ(n)
nɛn	small, Adj. M. nín
nèn	tongue, N*. B., MD.
nèn	pus, N. B.
néné	cold, coldness, N. B.
nèrɛ	species of tree, N. B.

ní heart, soul, N*.
B.

ní if
B., MD.

ní see lí, the iterative suffix, (lí > ní after nasals)

ní phonological variant of dí, future marker, (see dí)

nǐ part, share, N.
B.

nímisa sorrow, N.
B.

nín small, Adj.
M. nén

nín this very one, e.g. bólo mén yè nǐn 'This is the very hand.'

nǐsi cow, N.
B. mǐsi, K. nǐnki, MD. ninsi

nǐsi-tulu butter, 'cow oil' < túlu 'oil', N.

ńné see ń + lé

nó get dirty, Vint.
K. nógɔ, B. nógɔ

nɔ̀ trail, track, N.
B. nɔ̀, MD. no

nɔ̀ + kɛ̀ had to have been

nónɔ sour milk, N.
B., K., MD.

nónsin chameleon, N.
B. nónsi

nùmun blacksmith, N.
B. nùmu, K. nùmu, MD. numu

nún nose, N*.
B., MD.

nùwa thank, Vint.

nyá eye, N*.
B. nyé, K. yá, MD.

nyànkuma wild cat, N.
K.

nyàri domestic cat, N.

nyàtónó benefit, purpose, interest, N., (see tɔ̀nɔ)

(n)yé benefactive Postposition, usually yé

nyénɛtɛ̀ to have fun, Vint., (etymology not yet described)

nyɛ̀nin burn, Vint.

nyǐmàn what kind, Question word

nyímin chew, Vtr.
B. nyími, MD. nyimí

nyín tooth, N*.
B., MD.

nyǐn good, Adj.

nyǐn this, that
MD.

nyǐn friend, N.
B.

nyína mouse, N.
MD.

nyǐna forget, Vint.
B. nyǐnɛ

nyǐnan this year, N.
B., MD.

nyǐnika ask, call on, Vint, (+mà-), (+N.mà)
B. nyǐninka

nyíni(n) search for, seek, Vtr.
B. nyíni, MD.

nyɔ́ grain, N.
B., K., MD. nyo

nyɔ́n each other, N.

nyúman what, which, Question word

nyùman good (nyǐn-man), Adj.
B., K. nyǐme

ŋ́ I, me, my, first person singular, Pronoun

pálan pot, N.

pànya basket, N.

pé only, (nominal affix)
K.

pía avocado, N.

pòlisi police, N.
B.

póste post, post office, N.
B. póstu

pón bridge, N.

púa weight, N.

rá past passive marker, sometimes called the past marker for intransitive verbs

rá in, Postposition
B., M. rá (as verbal prefix), M. dɔ́ (see dɔ́)

sa K. negative
cf. M. té

sá now, already, Adv.
B.

sà sheep, N.
B. sàga, K. sàga, MD.

sà snake, N.
B., K. kà, MD. saa

sà die, Vint., (+lá-)
B., K., MD.

sàba three
B., K. sàwa, MD.

sàla lazy, Adj.
B.

sáli prayer, N.

sámbè right this minute, (post verbal), Adv.

sán sky, N.
B., K., MD.

sán has just now, (post verbal), Adv.

sàn year, age, N.
B., MD.

sàn buy, sell, Vtr.
B., K., MD.

sáni clean, pure, Adj.

sánka compare, V. ref.
B. sánga

sánsara roof frame, N.
B.

sánti comb, N.
B., MD.

sáraka sacrifice, N.
B., K.

sáron last year, Adv., (see sérun)

sé reach, arrive, use, Vint., (+lá-), (+N.lá)
B., K. ké, MD. si
sé N.lá to be able to N.

séin see sén

sèmba elephant, N.
B. sàma, K. sèmba, kàma

sén eight
Md. sei, M. séin

sèn dig, Vtr.
MD. sin

sèn leg and foot, N*.
B., K. klan, MD. sin

séran broom, N.

sérun last year, Adv.
K., M. sáron

sɛ́ KNO_3, N.
B. ségɛ

sɛ́ wear out, Vint.
B. ségɛ

sɛ̀ return, Vint., (+lá-)

sébɛ letter, paper, N.

sébɛ write, Vtr.
B. sébɛn, K.

sèbɛ important, Adv.
B., M. sɔ̀bɛ in kósɔbɛ, MD. sobe

sèmbɛ mattock, hatchet, N.
B. sèmɛ

sèmbɛ lean, V. ref.
B. sèmɛ, MD. sembe

sènɛ field, farm, N.; Vtr.
B., K., MD.

sénki rain, N.
K.

sènin gold, N.
K. sénɛ, M. sánin

sèwa happy, Adj.
K.

sí hair, fur, N*.
B.

sí seed, grain, N.
B., MD. fi

sí no, none

sì buffalo, N.
B. sìgi

sì lifespan, age, N*.
B.

sì settle, sit, Vint., (+lá-)
B. sìgi, K. sìgi, MD.

sía plenty, Adj.
B. ča, K., MD.

sìda monkey bread, baobab fruit, N.
MD. sita

sídi tie, Vtr.
K. kíri

síla way, road, means, N.
K. kíla, MD.

sìla monkey, N.
M. sùla, MD.

sílan — fear, Vint.; Vtr., (+N.nyɛ̀), (+lá-), (+mà-)
K. kílan, MD.
sílan N.nyɛ̀ to fear N.'s power

síman — cement, N.
B. símɔn

símbidi — Saturday

sín — breast, nipple, N*.
B., MD.

síni — tomorrow, Adv.
K. sína, MD. sinin

sɩ̀nɔ — sleep, N.; Vint.
K. kɩ̀nɔgɔ, MD. sino

sɩ̀nyɛ — time(s), N.
B.

sɩ̀sa — mosquito, N.
B. sɔ̀so, K. sɔ̀so

sɩ̀sɛ — chicken, N.
B. shà, K. sɩ̀si, MD. sise

sɩ̀sɛ-kili — chicken egg, N.

sísɛn — now, right now, Adv.
B. sísan

sísi — chest, N*.
B. dísi, MD.

sɩ̀si — smoke, N.
B., MD.

síya — see sía

só — village, city, house, N.
B., K. súi

sɔ̀ — horse, N.
B., MD. su

sɔ̀bo — game, animal, meat, N.
K. sɔ̀go, MD. subu

sɔ̀lo — parakeet, N.
B.

sólo-ka-sa — mountain sheep, N.

sɔ̀ri — wake up someone, Vtr., (+lá-)

sòri — bail water, get up early, Vint.

sɔ́ — give, Vtr.
B. sɔ́n, MD. so

sɔ̀ — morning, N.
B. sɔ̀gɔ,
sɔ̀-ma in the morning

sɔ̀n — receive, accept, Vint., (+N.lá); V. ref.
B., K. sɔ̀ron, MD.

sɔ̀nkɔ — price, N.
K.

sɔ̀ron-sebe — birth certificate, N.

sɔ̀sɔ — bean, N.
B. sɔ̀, MD. soso

sú — type, kind

sù — corpse, N.
B.

sù — night, N.
B., K., MD.

sùdun — short, Adj.
MD. sutun

súfa — of the type, like, such
K. sífa

súma — cold, wet, feverish, Vtr., (+lá-); Adj.
B., K. kíma, MD., M. súman

súma — odor, N.
B., K.

sùman — food, meal, rice, N.
B.

súmbara — a spice, N.
B.

sùmu — chat at night, Vint.
B., MD. sumun

súnkunen — girl, N., (see súnkurun)

súnkurun — girl, N.
B. súngurun, M. súnkunen, MD. sunkutu

súsu — pound (rice), suck, Vint.
B. súnsu (suck), MD.
also MD. súsu-la sucker, 'mosquito'

sùtura — water closet, N.
B.

tá — ought to, is to be

tá — part, share, own, possession, N*.
B., MD.

tá — fire, N.
B., K.
tá-ji gasoline, 'fire water'
tá-kala match, 'fire stick'

tá — go, Vint., (+rá-)
B. táa, B. tága, K., MD.
tá +N.mà go with N.
tá +N.dì take N.

tà — take (to), carry, Vtr., (+N.dì), (+mà-), move away from
MD.

tàbali — table, N.
B., K. tèbali

tála — divide, Vtr., (+lá-), (+rá-)

tálan — bell, hour, N.
MD.

táma — walk, go, Vint.
K. tágama, B. táama

tàmbi — pass, go past, happen, surpass, travel, Vint., (+N.lá), (+lá-)
K. tèmbi, MD., M. tàmin

tàmin — see tàmbi

tán — ten
B., MD.

tán — lack, Vtr., (+lá-)

tàna — trouble, annoyance, N.
B., MD.

tànka — protect, shield from, Vtr., +mà-

tára — beggar, N.

té — negative of yé, dí, lé
B. tè, MD.

tè break, Vtr., +rá-, split

téle sun, day, N.
B. tlé, K., MD. tili, M. tèle

télen straight, Adj.; Vtr., (+lá-)
K. tílen, MD. tilin

tèlen spend the day, Vint., (+N.lá)

tén kick, Vtr.
B. tán

tèn so
B.

téri friend, N.
B., MD.
téri-kɛ male friend
téri-muso female friend

tè palm of hand, N*.
B. tègɛ

tè cut, cross, Vint.; Vtr., (+N.lá), (+N.mà), (+rá-)
MD. tei

tèlegram telegram, N.

tèli tale, story, N.
MD. talin

témà in the middle of, Postposition

ténɛ aunt, N. kin

tèrɛ past, before, adverb and aspect indicator before verbal markers

tí straw, N.
MD.

tí thatch, Vtr.

tì owner, proprietor, N.
B. tìgi

tìatri theater, N.

tíbi cook, boil, Vtr.
MD. tabi

tími tasty, Adj.

tìn oil palm, N.
B. tèn

tɪ̀nyɛ spoil, Vtr.
B., K. tɪ̀nya, M. tɪ̀nya(n)

tɪ̀ya peanut, groundnut, N.
B. tɪ̀ga, K. tɪ̀ga, tɪ̀ya, MD. tia

tó leave off, hold, close, Vint.
B., MD. tu

tɔ̀ cooked cereal, N.
B., MD.

tɔ̀di toad, N.
MD. toto

tóli iron, N.

tólo ear, N*.
K., MD. tulu

tólon game, play, Vint.; Vtr., (+lá-)
K., B. tlón

tɔ̀n mound, hill, N.

tóra bull, N.

tɔ́ name, reputation, N*.
B. tɔ́gɔ, K. tɔ́go

tɔ́ name, accuse, Vtr., (+N.lá)
MD. to

tɔ́ state of doing or being
K. túe

tɔ̀ remainder, N*.

tɔ̀ hip, N*.
B. tɔ̀gɔ

tɔ́n law, prohibition, N.
MD.

tɔ́n locust, grasshopper, N.
MD.

tɔ̀nɔ interest, profit, N.
B.

tɔ́rɔ hardship, trouble, N.; Vtr.
B., K., MD. tora

tú forest, N.

tù — pound, stamp, Vtr.
K. tùgu, MD.

tùbabu — European, N.
B., K. tìbabu, MD.

túlu — oil, N.
B., K. túli, MD.

tùma — time, N.
B., K., MD.

tún — close, Vtr., (+lá-)

tùn — past, Adv.
M. see tère

tùnya — truth, N.
K. tònya, MD. tonya

wá — go, Vint., (+lá-)
B.

wá — thousand, N.
B. wáa

wà — Question marker
B.

wà — forest, N.

wára — lion, N.
B. wáraba

wáti — time, N.
K., MD.

wéle — call, Vtr.
B. wéle

wò — that (two tonal types)
B., K., MD., M. wó

wódi — money, N.
M. wádi, K. wúdi

wòdi — there
M. wódi, M. wódi

wònko — crab, N.

wòro — kola nut, N.
B.

wɔ́ɔrɔ(n) six
B. wɔ́ɔrɔ, MD. wɔrɔ

wɔ̀rɔ́mvìla wɔ̀rɔn + fìla, seven

wɔ́rɔ(n) see wɔ́ɔrɔ(n)

wɔ̀rɔn scratch, Vtr., (+mà-)

wùlen red, Adj., (+lá-)
B. blèn, K., MD. wule

wúli get up, Vint., (+lá-)
B., K., MD.

wùlu dog, N.
B., K., MD.

wúra evening, N.
K., B. wúla

wùsen sweet potato, N.
K., MD. wuso

wúsu steam, Vint., (+lá-)
B.

wuya liar, N.

ya suffix making verbs out of adjectives

ya suffix meaning '-hood' or '-ness'

yá dry, Vint.
MD. ja

yá:` yé + à

yàba onion, N.
B. jàba, K. yàwa, MD. jaba

yàn here
B., K., MD. jan

yáni before
B. yánni

yàran dry, Vtr.

yé for, instead of, for the benefit of, Postposition
M. nyé

yé locative copula (very often omitted)

yèli — griot, song, singer, N.
B. jèli, MD. jali

yé(n) — see, Vtr.
B. yé, M. yén, K. yén, MD. je

yén — 'see', see yé(n)

yèn — there
B., MD. je

yélɛ — laugh, N.; Vint., (+lá-), (+N.mà)
B., MD. jɛle

yèlɛ — go up, ascend, Vint., (+lá-)
B. yèlɛn

yèrɛ — see jèrɛ

yóro — place, N.
B.

yú — evil, Adj.; N.
K. yúgu

yúfa — pocket, N.
B. júfa

yùsu — heart, N*.
K. yìsi, MD. jusu

INDEXES

Index to Grammatical and Phonological Entries

	Page
adjectives	65
àni, conjunction	117
alienable nouns	38
alienable nouns possessed	39
assimilation	8
bá, big, use in compounds	29
bà, question word	115
bárá, perfect tense marker	110
base form, defined	18
bólo, marks agent in passive	95
consonant sounds	3
dá, past tense marker	96
dá, verbal prefix	103
dí, future marker	107
dì, how?	116
dì, like, as	85
dissimilation of high tones	21
dó, some	50
dɔ́, some	50
fɛ̀, want	122
imperative	113
inalienable nouns	38
inalienable nouns possessed	43
intonation	13
jèlí, how many of	116
jíné, who?	116
jɔ́n, who?	116
ká, with adjectives	65
kà, past tense marker	95
kà kán kà, to have to	118
kinship terms	36
kó	117
kɔ́nkɔ, hunger	121
kòsán kà, know how to	120
l > d or n	10
lá, verbal prefix	103
lá, causative	103
la on verb, the tone of	86
la, as a verbal suffix	86
la, agent	91
lé	75
lè	75
li, iterative suffix	91
locatives	53, 64
locative sentence adverbs	93
lú, plural	36, 48

Page

má, negative of kà and rá 99
mà, verbal prefix 103
mán, with adjectives 78
mán, negative with adjectives 65
mín, where? 61
mìn, where? 116
mùn, what? 116
mùnà, why? 116
ní 117
nín, small, use in compounds 29
nominal compounds, tone of 28, 30, 35
nominalized transitive verbs 30
numerals 52
nyé, benefactive suffix 120
nyùmàn, which? 116
nyìmàn, which? 116
passive 95
postpositions 53, 64
pronouns, personal 36
plural suffix 36, 48
question intonation 115
rá, past tense marker 96
rá, verbal prefix 103
ró, verbal prefix 103
sé, be able 121
té, negative of yé and dí 82, 107, 109
tɛ̀rɛ́, past marker 83
tone, function 12
tone marking 18
tone, non-final verbs 105
tonal change 20
tonal dissimilation 21
tré 83
vowel sounds 1
verbs, nominalized 90
verbs, non-final, tone 105
verbs, rising tone 24
wà, question word 115
ya, adjective nominalizer 69
yé, locative copula 54, 82
yé, benefactive suffix 120

Index to Grammatical Drills

Drill		Page
1.	i ~ e ~ ɛ finally	1
2.	i ~ e ~ ɛ before a nasal	2
3.	u ~ o ~ ɔ finally	2
4.	u ~ o ~ ɔ before a nasal	2
5.	b ~ gb	6
6.	p ~ gb ~ b	7
7.	n ~ ny	7
8.	r	7
9.	when l changes to d or n	10
10.	nasal assimilation	11
11.	high monosyllables	14
12.	low monosyllables	15
13.	high disyllables	16
14.	mixed lengths and tones	17
15.	short phrases	18
16.	converting accents to pitch sequences (numerical)	19
17.	converting accents to pitch sequences in writing	20
18.	converting accents to pitch sequences	20
19.	dissimilation of high tones	21
20.	converting accents on words to pitches	22
21.	lowering the highs when required	23
22.	lowering the highs when required	23
23.	raising low tones when required	24
24.	rising tones of verbs	24
25.	review all tonal changes	25
26.	the tone of nominal compounds	30
27.	the tone of non-final nominal compounds	35
28.	possessing alienable nouns	39
29.	possessing alienable compounds	42
30.	possessing inalienable nouns	43
31.	possessing mixed alienable and unalienable nouns	44
32.	possessing inalienable nouns with nouns	45
33.	possessing alienable nouns with nouns	46
34.	forming plural noun phrases	48
35.	adding dó to noun phrases	51
36.	adding dólú to noun phrases	51
37.	using locative phrases	56
38.	forming locative phrases	57
39.	answering 'where' questions	61
40.	adjectives with ká	65
41.	adjectives with mán	66
42.	changing affirmative to negative, ká > mán	67
43.	nominalizing adjectives with yá	68
44.	using nominalized adjectives	71
45.	combining nouns and adjectives to form compounds	75
46.	using man with adjectives	78
47.	using man with adjectives	81
48.	using man with adjectives	81
49.	using the negative with mán	81

Page

50. the negative of yé 82
51. the past with tèré 84
52. equating noun phrases 85
53. negating equational noun phrases 85
54. using intransitive verbs in the durative 86
55. negating durative intransitive verbs 87
56. forming durative sentences with noun phrase agents 87
57. using transitive verbs in the durative 88
58. nominalizing objects and transitive verbs 90
59. nominalizing objects and transitive verbs with lí 91
60. using the agent with lá 92
61. making locative sentence adverbs 94
62. using the past tense kà 95
63. using the past tense rá 96
64. using kà and rá 98
65. using the negative má 99
66. making non-final verbs negative 105
67. changing past tense to future tense 107
68. making negative future sentences 109
69. making sentences in the perfect tense 111
70. making imperative sentences 114
71. indirect discourse 117
72. having to do something 118
73. 'must not' do something 120
74. to know how to 120
75. the benefactive postposition 120

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